

Concordia University
Windsor



1996-97
Undergraduate Catalog

Gardner-Webb

UNIVERSITY

1996-97

Boiling Springs, North Carolina 28017

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Catalog Requirements

The conditions and policies set forth in this catalog have binding effect upon the University and students for the academic year in which it is in force. The University reserves the right to make necessary changes and corrections. When changes are made in graduation requirements, the University accepts a moral obligation to provide students the conditions effective the year of their most recent continuous enrollment or an alternative which would not be punitive. Otherwise, all other requirements are effective and in force upon publication of changes.

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Gardner-Webb

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Gardner-Webb University is committed to equality of opportunity in all areas of education and does not practice or condone discrimination in any form against applicants or students on the basis of race, color, national origin, sex, age, or disability.

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Calendar

Fall Semester 1996

August 13-14 (Tues-Wed)	Faculty Workshop
August 17 (Saturday)	Arrival of All New Students
August 19 (Monday)	Arrival of Returning and Readmitted Students; Students see Advisers as Needed
August 20 (Tuesday)	Registration; Schedule Correction
August 21 (Wednesday)	Classes Begin at 8:00 a.m.
August 26 (Monday)	GOAL and Graduate Classes Begin
August 27 (Tuesday)	Fall Convocation; Last Day for Late Registration; Last Day for Schedule Modification
September 20-21	Family Weekend
October 5 (Saturday)	Homecoming
October 10-11 (Thurs-Fri)	Mid-Semester Reports
October 11 (Friday)	Fall Break Begins After Classes
October 16 (Wednesday)	Classes Resume at 8:00 a.m.
November 27 (Wednesday)	Thanksgiving Holiday Begins After Classes
December 2 (Monday)	Classes Resume at 8:00 a.m.
December 6 (Friday)	Last Day of Classes
December 9-14 (Mon-Sat)	Examinations

Spring Semester 1997

January 6 (Monday)	Orientation for New Students; Residential Students Return; Students See Advisers as needed
January 7 (Tuesday)	Registration; Schedule Correction
January 8 (Wednesday)	Classes Begin at 8:00 a.m.
January 13 (Monday)	GOAL and Graduate Classes Begin
January 14 (Tuesday)	Last Day for Late Registration; Last Day for Schedule Modification
Feb. 27-28 (Thurs-Fri)	Mid-Semester Reports
March 7 (Friday)	Spring Vacation Begins After Classes
March 17 (Monday)	Classes Resume at 8:00 a.m.
March 28 (Friday)	Easter Vacation Begins After Classes
April 1 (Tuesday)	Classes Resume at 8:00 a.m.
April 30 (Wednesday)	Last Day of Classes
May 1 (Thursday)	Reading Day
May 2-8 (Fri-Thurs)	Examinations (Including Saturday Exams)
May 10 (Saturday)	Commencement

Summer School 1997

First Term: May 21 - June 24

May 21 (Wednesday)	Day Registration (GOAL & Graduate Classes Begin)
May 22 (Thursday)	Day Classes Begin
June 23 (Monday)	Last Day of Classes
June 24 (Tuesday)	Examinations
June 23-24 (Mon.-Tues.)	GOAL and Graduate Exams

Second Term: June 25 - August 2

June 25 (Wednesday)	Day Registration (GOAL & Graduate Classes Begin)
June 26 (Thursday)	Day Classes Begin
July 4 (Friday)	Holiday
July 28 (Monday)	Last Day of Classes
July 29 (Tuesday)	Examinations
July 29-30 (Tues-Wed)	GOAL and Graduate Exams
August 2 (Saturday)	Commencement

Faculty Workshop 1997

August 12-13 (Tues-Wed)



Introduction to Gardner-Webb

Gardner-Webb University is a coeducational, residential, church-related university on a beautiful campus just outside Shelby at Boiling Springs, North Carolina. The University derives its name from O. Max Gardner, distinguished governor of North Carolina in the 1930s, and his wife, Fay Webb Gardner. The beauty of the campus and the quality of the academic program owe much to their example and leadership.

Location

Gardner-Webb University is located in the Piedmont section of western North Carolina, one of the most desirable and rapidly developing areas of our nation. Boiling Springs is a small rural town. Nearby Shelby, a city of 20,000, is noted for its support of the arts and as the home of state and national leaders. Forty-five miles east of Gardner-Webb is the thriving city of Charlotte, the largest city in the Carolinas. Less than one hour away to the south is the city of Spartanburg, South Carolina.

Gardner-Webb is easily accessible, being located only three miles from U.S. 74 and thirteen miles from Interstate 85. Less than one hour from campus are the Smoky Mountains with many recreational opportunities. Gardner-Webb University enjoys the lifestyle of a relatively small institution yet has the advantage of being centrally located to major urban resources in nearby areas.

Students

Gardner-Webb University, founded by Baptists in 1905, has grown steadily to its current enrollment of over 2,500 students. The 2,000 undergraduates come from many states and 30 foreign countries. Slightly less than half of the students are men, and the student body includes several racial and socioeconomic groups. Gardner-Webb University admits students of any race, color, sex, and national or ethnic origin without discrimination. This diversity enriches the life of the campus community and reflects the nature of American society.

Programs

Gardner-Webb University is committed to the liberal arts as the best preparation students can have for rewarding, meaningful lives. In addition, the University offers programs in career-oriented fields to prepare students for specialized work. All of the programs at Gardner-Webb are evaluated periodically by accrediting agencies to insure that standards of quality are maintained.

Gardner-Webb provides three distinct academic programs: the on-campus program, the GOAL Program (evening classes taught in a number of locations for graduates of two-year colleges), and Graduate Programs. Gardner-Webb University has a graduate School of Education (offering M.A. degrees in a variety of areas to teachers, counselors and social workers), a graduate School of Divinity (offering the M.Div. degree), and a graduate School of Business (offering the M.B.A. degree). For additional information on the GOAL and Graduate programs, see the bulletins for each program.

The undergraduate on-campus program is designed to help the student gain maximum benefit by providing a balanced curriculum in general studies, a major field, minor(s) and selected electives. Students are encouraged to develop a proficiency in the oral and written use of the English language, an appreciation of cultural, social and scientific achievements, and an awareness of religion and history. The upper level courses provide opportunities for concentration in the areas of special interest and in professional and career-oriented fields. To meet such individual needs the academic program includes independent study and career internships.

Complementing the academic program at Gardner-Webb University is a broad range of student life programs and activities designed to enable students to develop their personal identities, and to create lifetime friendships.

Faculty

Gardner-Webb University is blessed with a dedicated staff and an excellent faculty, seventy percent of whom hold doctorates. The primary concern of the faculty is teaching. The faculty have been chosen because of their academic preparation, their Christian commitment, and their desire for excellence in teaching. Many of Gardner-Webb's faculty have blessed the University with long years of service. The faculty is large enough to provide well-rounded academic programs. Yet a major strength of Gardner-Webb is that the University has remained small enough so that the relationship between faculty and students is friendly, informal and lasting. The faculty/student ratio is 1:15.

Academic Calendar

The University's academic year is divided into two semesters and a summer school. The fall semester is a four-month term, ending prior to Christmas holidays. Following the four-month spring semester is a comprehensive summer school of two terms of five weeks each. Evening classes both on-campus and at various off-campus locations are offered throughout the year.

The calendar is designed to meet the needs of full-time students with day and evening schedules, part-time students, and members of the communities in which classes are taught who desire further educational work.

Summer school serves the purposes mentioned above and also provides an opportunity for new students or students enrolled in other colleges to accelerate completion of degree requirements.

Various study-abroad programs complement the academic calendar.

The University offers workshops and seminars on a variety of topics and for a variety of groups throughout the year.

History

Gardner-Webb University has experienced remarkable growth, perseverance, and maturity. The institution began as a boarding high school and later became a junior college. Today Gardner-Webb is a thriving regional university with growing master's programs.

From a movement initiated by the Kings Mountain Baptist Association in 1903, and later joined by the Sandy Run Baptist Association, the Boiling Springs High

School was chartered on December 2, 1905, as an institution "where the young...could have the best possible educational advantages under distinctive Christian influence." This close relationship of the institution to the area churches continues today.

In response to the changing educational needs of the area the institution was transformed into the Boiling Springs Junior College in 1928. The Great Depression created many problems for the College, but its survival was secured by the sacrifices of many loyal supporters.

In 1942, Governor O. Max Gardner began devoting his energy, time, and wealth to strengthening and guiding the College. So important was his influence that the name of the institution was changed to Gardner-Webb College in honor of the governor, his wife Fay Webb Gardner, and their families.

The decades following World War II were years of physical growth and academic development. New buildings went up as enrollments increased. A major step in the institution's development was its full accreditation as a senior college in 1971. In 1980 the institution began offering a master of arts degree in education.

The institution officially became known as Gardner-Webb University in January 1993, culminating years of preparation. Today Gardner-Webb is a thriving regional university which offers eight distinct degree programs, has a highly qualified faculty and a beautiful campus of over 200 acres.

Historically the University has played significant roles in teacher education and ministerial preparation for church-related vocations. Programs of instruction and experiences designed to prepare teachers and ministers continue to be major objectives of the University.

Although there have been many changes over the years, Gardner-Webb University remains closely related to the North Carolina Baptist State Convention. The University holds in high esteem its commitment to Christian principles and values as the best foundation for the development of human personality and social order.

Presidents

James Blaine Davis, 1928-30; Zeno Wall, 1930-32; James L. Jenkins, 1932-35; A.C. Lovelace, 1935-36; George J. Burnette, 1936-39; J.R. Cantrell, 1939-43; Philip Lovin Elliot, 1943-61; E. Eugene Poston, 1961-76; Craven E. Williams, 1976-86; M. Christopher White, 1986-.

The Purpose of Gardner-Webb University

Gardner-Webb is a private, coeducational university affiliated with the Baptist State Convention of North Carolina. Its purpose is to provide learning of distinction in the liberal arts and in professional studies within a caring community based upon Christian principles and values. Students, faculty and staff are part of a community of learning, and Gardner-Webb seeks to prepare and encourage students to make meaningful contributions to the global community in which we live. To this end, the university strives to develop students intellectually, spiritually, socially and physically. They should be able to think independently and critically, communicate effectively, relate well to persons of diverse backgrounds, understand the natural world, understand the development of civilization, understand and appre-

ciate aesthetic values, and grow spiritually. To support this development and foster a community dedicated to life-long learning, Gardner-Webb emphasizes Christian values, academic freedom with responsibility, free intellectual inquiry and discussion, recognition of the dignity and worth of the individual, and strong faculty-student relationships. While pursuing these values, Gardner-Webb seeks to instill the traits of good citizenship in its students and strives to be a good institutional citizen.

Accreditation

Gardner-Webb University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate, Baccalaureate and Master's degrees. In addition several departmental programs are accredited by the appropriate state or national agencies. The Education program is accredited by the North Carolina Department of Public Instruction and the National Council for Accreditation of Teacher Education (NCATE). The Nursing and Music programs are accredited by the National League for Nursing and the National Association of Schools of Music respectively. The University is authorized by the immigration authorities of the United States for the training of foreign students.

Campus and Buildings

The Gardner-Webb campus is beautiful, spacious, and rich in lawns and trees. It is designed and equipped to serve its living and learning community. Over 200 acres of rolling landscape provide more than adequate space for buildings, playing fields and landscaped areas. Extensive building and improvement projects have been completed in recent years. The present living and dining facilities are designed to serve a resident student body of approximately 1,000. Among the campus and buildings are the following:

Athletic Fields consist of many acres of practice and playing fields, situated around the campus, for football, baseball, soccer and softball. There is adequate space for all sports, intramural and intercollegiate.

Blanton House is the residence of the University president. In 1981 the children of George and Ida Wood Blanton gave their family home to the University. Built in 1874, the colonial design home is located in Shelby.

Bost Physical Education Building and Swimming Pool is named in memory of L.C. Bost of Shelby and Mrs. Jean Bost Gardner. The facility contains basketball courts and classroom areas. The Olympic-sized swimming pool is heated and enclosed for year-round use.

Campus House was acquired in 1968. An addition was made in 1974.

Communications House was acquired in 1990. Public Information, Sports Information, Graphics and Publications are all housed in this building.

Hubert M. Craig Hall is named in memory of Hubert M. Craig, Sr., of Gaston County, a former trustee of Gardner-Webb University. The building houses classrooms and offices for the Education and English departments.

Decker Hall, housing 140 women students, was named in memory of James Webb Decker Gardner, the son of the late Mr. and Mrs O. Max Gardner, Sr. Built in 1948, the three-story brick structure was completely renovated in 1986.

Charles I. Dover Campus Center, constructed in 1966, was completely renovated in 1990. It houses the cafeteria, lounges, the Campus Shop, student government offices, student development administrative offices, Graduate Studies and Special Studies offices. The building is named in memory of Charles I. Dover of Shelby, a long-time friend and benefactor of Gardner-Webb University.

John R. Dover Memorial Library is named in memory of Mr. and Mrs. John R. Dover, Sr., pioneer industrialists of Cleveland County. The three-story structure, erected in 1974, is designed to provide seating for over 450 students. The holdings include several special book collections, the most notable being the library of the local post-Civil War author, Thomas Dixon, and the diaries and scrapbooks of the late Mrs. O. Max Gardner. The library houses the Belk-Ellis Computer Center which is equipped with state of the art IBM equipment. The computer center was provided by the William Ellis family of Shelby, N.C., and the Belk Foundation. Located across from the Library is the Kathleen Nolan Dover Garden. The garden was given in memory of Mrs. Dover by her husband, Charles I. Dover, and their family and friends.

J.R. Dover, Jr., Memorial Chapel is a graceful and inspiring structure which stands at the formal entrance to the campus. Erected in 1972, the interior features a 336-seat auditorium. The lower level houses the Social Sciences department and classrooms.

Philip L. Elliott Hall, originally constructed in 1952, honors the memory of the seventh president of the University. Renovated in 1985, the building houses the Nursing Program and classrooms.

O. Max Gardner Memorial Hall, completed in 1948, was constructed and furnished by the family of the late Governor O. Max Gardner. The building contains a recital hall, music studios and offices, classrooms, practice rooms, a band room and an art laboratory.

E.B. Hamrick Building was built after World War I as a memorial to area residents who gave their lives for the cause of freedom. It was destroyed by fire and rebuilt in 1940. In 1943, the rebuilt structure was named in memory of E.B. Hamrick. In 1982, the building was placed on the National Register of Historic Places.

Hoey-Anthony-Padgett-Young (H.A.P.Y.) Hall houses 120 women students and was completely renovated in 1986. The central section of the residence hall was constructed in 1946, and the wings were added in 1948 to form an open quadrangle. The east wing is named in memory of the Reverend John W. Suttle of Shelby, and the west wing is named in memory of A.W. McMurry of Shelby. Hoey-Anthony is the first floor of the central building, named in memory of Senator Clyde R. Hoey and his wife, Bess Gardner Hoey, of Shelby; and in memory of J.A. Anthony and his wife, Ollie Gardner Anthony, of Shelby. Padgett-Young is the second floor, named in memory of Tilden R. Padgett and his wife, Cleo King Padgett, of Forest City; and in memory of Dr. Guilford Young and his wife, Florence Jackson Young, of Forest City.

International House provides study and relaxation space for international students who attend Gardner-Webb. A portion of the building is used by the Communication Studies Department.

Lake Hollifield Complex is named in honor of Mr. and Mrs. Hughy H. Hollifield, Gardner-Webb alumnus and trustee respectively. When complete the lake will be surrounded by walking trails, a picnic shelter, an amphitheater and a bell tower and carillon.

Lindsay Hall, completed in 1967 and completely renovated in 1992, is a three-story air-conditioned structure. It was named for the late David Lindsay and his wife Winifred Herbert Lindsay, of Rutherfordton. The building houses the Broyhill School of Management, the Religion and Psychology departments and classrooms.

Lutz-Yelton Convocation Center, completed in 1982, serves as the center of cultural and athletic activities for the area. Included in the Center is the 600 seat Kathleen Nolan Dover Theatre, named in her memory by her husband, Charles I. Dover, and their family. The stage is fully equipped to handle all types of dramatic productions. Also included in the Center is the Paul Porter Arena, which seats 5,000 for basketball games and various meetings. Classrooms, offices for faculty and coaches, handball courts and athletic training facilities complete the Center.

Lutz-Yelton Hall houses 100 men. This impressive building, completed in 1963, is named for the former Lutz-Yelton Companies of Shelby.

Manney Hall is a four-story brick structure completed in 1965. It houses 112 men and is named in honor of Mr. and Mrs. W.K. Mauney, Sr., and in memory of Mr. and Mrs D.C. Mauney of Kings Mountain.

Myers Hall, named in memory of Albert G. Myers, Sr., of Gastonia, was completed in 1967. The attractive two-story brick structure houses 64 men.

Nanney Hall, completed in 1967 and renovated in 1993 is a two-story brick structure which houses 64 women students. Nanney Hall is named in memory of C.P. and Irene B. Nanney of Gastonia.

Noel Hall, built in 1992, is a two-story brick structure which houses the School of Divinity and academic classrooms. The hall is named in memory of Dr. and Mrs. George T. Noel, of Kannapolis, N.C.

Noel House contains the programs for handicapped students. The house was named in 1986 in memory of Dr. and Mrs. George T. Noel, of Kannapolis, N.C.

Physical Plant Building, formerly the Boiling Springs Elementary School, houses the physical plant, housekeeping, and maintenance offices. The property was acquired in 1990.

Poston Center, named for Dr. Gene Poston, Gardner-Webb's eighth president, contains a visitors' center, the Safety and Security Department offices and student publications.

Radio Station WGWW is a 50,000-watt stereo FM educational station broadcasting over a radius of 75 miles. Made possible by the family of the late Lee Polk Frans of Hickory, N.C., the studios are located on campus.

Royster Hall, which houses 66 men students, was formerly Royster Memorial Hospital. When the Crawley Memorial Hospital was completed in 1977, the one-story brick building was renovated for residence hall use.

Ernest W. Spangler Memorial Stadium, completed in 1966, includes a football stadium seating 6,000, a track, and a fully equipped field house. The facility is named in memory of Ernest W. and Verna Patrick Spangler of Shelby. The field house is named in honor of V.F. Hamrick of Shelby.

Spangler Hall was constructed in 1968 and houses 96 men. The three-story brick building is named in memory of R. Patrick Spangler of Shelby, a friend and benefactor of the University.

Stroup Hall houses 100 women and was completely renovated in 1986. The three-story brick structure is named in memory of Mrs. Mae Cline Stroup, a benefactor and trustee.

Suttle Tennis Courts are named in honor of Mr. and Mrs. J.L. Suttle, Jr., of Shelby. The eight courts are lighted for evening play.

Washburn Hall was purchased and completely renovated in 1990. The building contains the offices of Admissions and Financial Planning. It is named in honor of Dr. and Mrs. Gene Washburn of Boiling Springs, North Carolina.

Washburn Memorial Building is a brick structure erected in 1941 by Seaton A. Washburn in memory of the Washburn families. Originally used as a library, the building now houses the Department of Foreign Languages.

Webb Hall was built by the O. Max Gardner Foundation in memory of Mrs. O. Max (Fay Webb) Gardner, her parents, grandparents, and great-grandparents. The first wing was completed in 1960, and the second wing was added in 1973. The building houses administrative offices, including the office of the president. In front of the Webb Hall is the Suttle-Wall Tower of Light. The tower, built in 1969, is in memory of Joseph Linton Suttle and Dr. Zeno Wall.

Craven E. Williams Observatory, named in honor of Gardner-Webb's ninth president, was built in 1990. The facility contains a powerful telescope and a multipurpose conference room.

Withrow Mathematics and Science Hall, named in memory of A.T. Withrow of Charlotte, a benefactor of the University, has facilities for mathematics, biology, chemistry, and physics.

Special Academies

The Broyhill Academy for the Study of Independent Concepts

The Broyhill Academy's programs are designed to help citizens examine basic concepts and issues, especially the preservation of individualism and a free economic system. Through a variety of conferences, symposia, and publications, the Academy provides information relative to economic, social, and ethical issues.

B.E. Morris Academy for Christian Studies

The Reverend B.E. Morris, his family and friends contributed generously to endow the B.E. Morris Academy for Christian Studies. The academy sponsors spe-

cial learning opportunities both on and off campus to assist church and denominational leaders in their ministries.

Visitor's Information

Visitors to Gardner-Webb University are welcome at all times. The administrative offices are open Monday through Friday from 8:00 a.m. until 5:00 p.m. The admissions office is also open on Saturday from 9:00 a.m. until noon. Administrative officers and members of the faculty are available at other times by appointment.

Travel Information

Gardner-Webb University is in the town of Boiling Springs, N.C., a community just outside Shelby. The University is only 13 miles from Interstate 85 and three miles from U.S. 74. It is accessible to airline services at Charlotte and Greenville-Spartanburg. The telegraph address is Shelby, and the University is served by the Shelby-Lattimore telephone exchange. The number is (704) 434-2361. The FAX number is (704) 434-4FAX, (4329).



Academic Program

The academic program of Gardner-Webb University is designed to prepare graduates to go directly into such fields as business, public service, teaching and nursing or to enter graduate and professional schools. The academic program is designed to meet the needs of a wide variety of students, ranging from academic honors to learning assistance.

Degrees and Major Fields of Concentration

Gardner-Webb University has three graduate schools which award master's degrees. The Graduate School of Education and Psychology offers the **Master of Arts** degree in Education, Educational Administration, Physical Education, English Education, School Counseling and Agency Counseling. The Graduate School of Divinity offers the **Master of Divinity** degree. The Graduate School of Business offers the **Master of Business Administration** degree.

For detailed information concerning the graduate programs please contact the Graduate Program office of Gardner-Webb University.

The Bachelor of Arts degree is awarded in the following fields: American Sign Language, Communications Studies, English, English with Teacher Certification, French, French with Teacher Certification, History, Music, Music Education, Religious Studies (Religious and Education Studies tracks), Sacred Music, Social Science, Social Science with Teacher Certification, Sociology, Spanish, and Spanish with Teacher Certification.

The Bachelor of Science degree is awarded in the following fields: Accounting, Biology, Biology with Teacher Certification, Business Administration, Chemistry, Chemistry with Teacher Certification, Computer Science, Elementary Education (K-6), Health Education, Health Education with Teacher Certification, International Business, Management Information Systems, Mathematics, Mathematics with Teacher Certification, Medical Technology, Physical Education, Physical Education with Teacher Certification, Physician Assistant, and Psychology. Dual degree programs in Engineering are offered with Auburn University and the University of North Carolina at Charlotte.

The Bachelor of Science in Nursing degree may be earned on the main campus or at the facility in Statesville, N.C.

The Associate in Arts degree is awarded in Nursing.

Minor Fields of Concentration

Requirements for most of the major fields in the B.A. and B.S. programs include a minor consisting of at least 15 semester hours.

The following minor fields are available: Art, Athletic Training, Biology, Business Administration, Biblical Languages and Literature, Biblical Studies, Chemistry, Christian History and Thought, Christian Studies, Classical Languages, Coaching, Communications Studies, Computer Science, Criminal Justice, Economics, English, Foreign Languages, French, General Science, Health Education, Health Science, History, International Business, Management, Management Information Systems, Marketing, Mathematics, Music, Philosophy,

Physical Science, Political Science, Professional Education, Psychology, Religious Studies, Sign Language Studies, Social Sciences, Sociology, Spanish and Theater Arts.

General Studies

A strong emphasis on the liberal arts continues to be a significant feature of the academic program for undergraduate students. The University seeks to develop quality graduates who think logically, communicate clearly, and appreciate broadly. Therefore, every student is expected to demonstrate competency in English, reading and mathematics. In addition, the General Studies requirements reflect a broad and diversified curriculum designed to prepare students for a future of continual growth.

Independent Study and Research

An integral part of the academic program at Gardner-Webb University is the opportunity to do independent study and to conduct research projects. With the assistance of faculty members, junior and senior students are encouraged to develop expertise in areas of interest beyond those covered in the course offerings.

Experiential Education

Gardner-Webb University supports programs which encourage students to relate classroom learning to work experience. In fields such as Teacher Education, Nursing, Physician Assistant and Medical Technology, the experiential dimension is interwoven in the course requirements. In other fields, such as Communications Studies, Psychology and Religious Studies, students are encouraged to participate in internships. Internships are available throughout the academic year and during summers. For additional information students should contact the departmental chair of the area of interest.

Preprofessional Programs

Gardner-Webb University offers programs which prepare students for professional studies in such fields as ministry, medicine, dentistry and law. In addition, the University prepares students to enter any professional programs, either at the graduate or undergraduate level, that are based on a liberal arts education.

Preministerial (Any Full-time Christian Vocation)

Traditionally a significant number of Gardner-Webb students have prepared for a variety of Christian ministries. Although no particular major is required for seminary or divinity school, in general, students who are interested in these areas should expect either to major in Religious Studies or in any of the liberal arts areas.

Premedical and Predental

Medical and dental schools desire students who have demonstrated academic excellence in science fields combined with the broad base supplied by the liberal

arts. Gardner-Webb graduates have experienced a high degree of success in gaining admission to medical and dental schools. Students interested in these schools are encouraged to major in Biology or Chemistry. Students interested in a career in veterinary medicine, optometry and other health professions that require graduate work generally complete the same courses as premedical and predental students.

Prelaw

According to the Association of Law Schools, there are two objectives of undergraduate education for prospective law students: first, the student should learn to reason logically; second, the student should learn to express thoughts clearly and concisely both orally and in writing. Gardner-Webb University provides a number of majors that give the student background for admission to law school.

All Preprofessional Majors

Gardner-Webb University encourages students who plan to enter a professional school for graduate work following their baccalaureate degree to use the catalog of the professional school they wish to enter as a guide to choosing undergraduate courses. In order to assist students, Gardner-Webb University provides the services of faculty advisers for each preprofessional program.

Professional Programs

Gardner-Webb University offers professional programs in a number of areas, including Accounting, Administrative Management, Business Administration, Communication Studies, Computer Science, Management Information Systems, Medical Technology, Nursing, and Physician Assistant. Also, Gardner-Webb University in cooperation with the schools of engineering at Alburn University and the University of North Carolina-Charlotte offers a dual-degree program in mathematics and engineering. These programs require three years of study at Gardner-Webb and two years at the above-named universities. Graduates of these programs are prepared to enter beginning-level professional positions. Many also continue their studies in graduate programs.

Special Academic Programs

Gardner-Webb University offers a variety of special academic programs for students with special needs and qualifications.

NOEL Programe for the Disabled

The Noel Programe for the Disabled provides support services to Deaf, blind and all documented disabled students.

In order to assess each disabled student's needs and to provide the necessary support services, professional documentation of a disability or disabilities must be furnished no later than three weeks prior to the beginning of services. Documentation must be current having been written within at least a three-year period before a disabled student's enrollment to Gardner-Webb University. Documentation should be sent to the Noel Programe for the Disabled.

Program for the Blind and Visually Impaired

Through this program blind and visually impaired students have full access to a baccalaureate education. Special orientation is given to help students make the transition to college. Reader service is provided by the University, and a laboratory assistant aids students taking science courses.

A wide variety of equipment, including *brailers, adapted tape recorders, talking calculators* and *specialized computer technology* is also available. In order to meet the needs both of visually impaired and blind students, the University maintains an equipped resource room located in the library and a technology lab located in the Noel House.

The program director as well as other staff are available for academic, personal and career guidance.

Applicants may submit test scores from the SAT or ACT for admission purposes. Academic standards are the same as those for sighted students.

Program for the Deaf and Hard of Hearing

Gardner-Webb University provides liberal arts educational opportunities for deaf and hard of hearing students. Qualified interpreters, counselors, tutors, and note-takers enable these students to attend fully integrated classes and to participate in extracurricular activities sponsored by the University.

The Learning Assistance Program can help students who lack proficiency in English, mathematics or reading.

Residence halls are equipped with visual fire alarms, and doorbell lights. The University is alert to the need for sound amplification equipment that will aid the hard of hearing student in the classroom.

The program director and other staff are proficient in sign language. They are available for academic, personal, and career guidance.

Applicants may submit test scores from the SAT, ACT or the SATHI (Stanford Achievement Test for the Hearing Impaired) for admission purposes. Academic standards are the same as those for hearing students.

Learning Assistance Program

The Learning Assistance Program is designed to help students attain proficiency in the fundamental academic skills: writing, reading, mathematics, and study skills. The program features a Writing Center where any Gardner-Webb student may receive help with any writing task, and a Learning Assistance Center where any Gardner-Webb student may request help with a particular reading, mathematics or study skill. This help may be provided in the form of tutoring, computer-assisted instruction in a modern computer lab, taped instruction, or other learning materials appropriate for the student's needs. The Learning Assistance Program also offers basic skills courses in reading, writing, and mathematics. Students receive individual attention focused on their particular needs as well as ample opportunities to practice their skills in a supportive environment. In addition, the program presents occasional workshops on reading, writing, and study skills.

GOAL Program

The Greater Opportunities for Adult Learners (GOAL) program provides opportunities for students possessing an A.A. or A.A.S. degree to continue their studies culminating in a baccalaureate degree. GOAL programs are available in the following curricular areas: Accounting, Business Administration, Business Management, Health Management, Criminal Justice, Human Services, Management Information Systems, and Nursing.

Courses in the GOAL program are scheduled on weekday evenings in a number of GOAL centers. In addition to the Gardner-Webb campus, GOAL programs are provided in the following regional locations: Charlotte, Dallas, Dobson, Marion, Valdese, Newton, Rockingham, Spindale, Spruce Pine, Statesville, Troy, Wilkesboro, and Winston-Salem.

For additional information on the GOAL program contact the office of the College of Extended Professional Studies on the Gardner-Webb campus or consult the GOAL Bulletin.

High School Seniors Program

With the consent and recommendation of the high school principal, rising high school seniors may complete their last year of high school at Gardner-Webb University while simultaneously earning full college credit.

High school seniors and rising high school seniors may take courses at Gardner-Webb University while still enrolled in high school.

College credit for work successfully completed will be granted subsequent to high school graduation.

Honors Program

The Honors Program provides special opportunities for academically talented students. In addition to special honors and interdisciplinary classes, a variety of lectures, trips and other events are planned for students. An Honors House is available on campus for study and recreation. Application procedures are available through the Admissions Office.

International Transfer Program

Gardner-Webb University has a transfer agreement with Dohto University, a leading private university in Sapporo, Japan. This program allows Japanese students to complete their junior and senior years at Gardner-Webb and to graduate with the major and degree of their choice. Gardner-Webb students may also transfer to Dohto University providing they have proficiency in the Japanese language.

Gardner-Webb University also has a transfer agreement with the Syookmyung Women's University in Seoul, Korea. Similar arrangements are currently being negotiated with universities in Germany, Australia, Thailand and the Peoples Republic of China.

Medical Technology

Gardner-Webb University has entered into agreements with the Bowman Gray School of Medicine of Wake Forest University and with the Carolinas Medical

Center of Charlotte whereby students may earn the Bachelor of Science degree in medical technology. Students complete three years of study at Gardner-Webb and the final year at the clinical facility. See Special Programs for details.

Nursing

Through the Nursing Program, students may earn associate and bachelor's degrees. Both the associate degree and bachelor's degrees are offered on the Gardner-Webb campus. The Bachelor of Science in Nursing program in Statesville, N.C. is a two-year program designed for registered nurses, and offered through the Davis School of Nursing.

Physician Assistant Program

The Physician Assistant Program is a cooperative program with the Bowman Gray School of Medicine of Wake Forest University. The student completes three years of work at Gardner-Webb University then enters Bowman Gray for two additional years of study. Upon successful completion of this curriculum, the student receives a baccalaureate degree from Gardner-Webb and a Physician Assistant Certificate of graduation from Bowman Gray.

Study Abroad

Through the Broyhill School of Management and the Departments of Fine Arts, Foreign Languages and Literature, and Religious Studies, students are provided opportunities to enrich their educational experiences through travel in Canada, Europe, Latin America, and the Mediterranean area. Other foreign studies opportunities are also available.

Academic Support Services

Gardner-Webb University recognizes the individual needs of students. In order to maximize the student's opportunity for success, the University places emphasis on a variety of academic support services.

Academic Advising

Students are assigned faculty advisers when they enter Gardner-Webb University. These assignments are based on academic and vocational interests as well as upon personal compatibility. A significant part of the freshman orientation program involves the use of small groups led by faculty members.

Academic Advising Center

Located in the Webb Hall, the Academic Advising Center works with faculty advisers to provide students with comprehensive academic advising services. Assistance in career counseling and planning is provided in the Counseling Center located in the Dover Campus Center. The services of the Center are available to students on a walk-in or appointment basis.

Computer Facilities

In several locations on campus, the Gardner-Webb University student has ready access to a wide variety of computer facilities, including five minicomputer systems and numerous microcomputers. In addition to the use of computers in the Computer Science and Management Information Systems programs, computers are an integral part of programs such as Learning Assistance, English, Education, Mathematics, Nursing, Psychology and Business Administration.

Access to Internet is provided through computer labs on campus.

Library

The Dover Memorial Library is an active and integral part of the University's academic program. The library's collections, available on open stacks, support all areas of the curriculum with a total item count of approximately 750,000, including 195,000 volumes, 465,000 microforms, and many other materials such as charts, kits and puppets. The library subscribes to 900 periodicals and is a selective depository for federal government documents.

In addition to its collections, the library provides numerous services to reinforce and enhance the instructional process. Professional librarians are available for individual and group instruction. Computerized searching and interlibrary loan services are available.





Student Life

Gardner-Webb University is committed to the education of the whole person. This includes the mind, the body and the spirit. To this end, the University considers the student's activities outside the classroom to be just as important as the classroom experiences. These activities and others help the student to develop social and interpersonal skills, deepen spiritual commitments, explore career opportunities, formulate a philosophy of life, develop leadership skills, and develop sound ethical and moral principles. Experiences in residence halls, student government, religious life, the Campus Center, service organizations, informal social groups, and intramural teams are important to the student's total development. The University supports and encourages student involvement in a variety of activities.

The Student Development Division consists of the departments of Campus Ministry, Counseling, Career Services, Residence Life, University Police, and Student Activities.

Athletics

Gardner-Webb Intramurals

The Gardner-Webb Intramural/Recreational Sports Program's purpose is to actively encourage, provide, and promote recreational activities to enrich the quality of physical, mental, spiritual, and social life for the Gardner-Webb "family."

Intercollegiate

Gardner-Webb University is a member of the National Collegiate Athletic Association Division II (NCAA II) and the South Atlantic Conference (SAC). Intercollegiate teams compete in football, men's and women's basketball, baseball, golf, men's and women's soccer, men's and women's cross-country, women's volleyball, women's softball, and men's and women's tennis and wrestling. Also in the Department of Athletics are cheerleading and athletic training.

Campus Ministry

The spiritual development of students is of vital concern in the educational process of the University. To result in men and women who grow in faith and who are equipped to be better Christian servants in God's world, students are provided with opportunities to explore their individual pilgrimage of faith as well as to engage in outward practical ministry to others. Students are encouraged to be involved in local churches along with campus religious activities and groups, both of which are helpful as students pursue spiritual growth. The Campus Minister advises many of these groups and is available to counsel and meet with individual students.

Worship opportunities are provided weekly on campus for the entire university community and are mostly student-led. In addition, there are a number of other religious emphases held annually such as the Staley Lecture Series, Spring Student-led Revival, and special convocation programs.

Student religious organizations provide opportunities to explore faith and its practical place in life. Some of these organizations include: Baptist Student Union, Ministerial Alliance, Religious Education Club, Fellowship of Christian Athletes, and Gospel Choir. All are open to interested students. Many of these groups provide volunteer ministry opportunities locally through weekend FOCUS ministry to local churches, service in nursing homes, hospitals and other agencies.

Many students preparing for ministry participate in Ministerial Education Days thereby gaining valuable experience in preaching as they are invited by Baptist churches and associations throughout the piedmont and western North Carolina.

Missions opportunities are available to all interested students during Spring Break and the summer each year.

The DIMENSIONS program is coordinated through the office of the Campus Minister. For more information about DIMENSIONS, see page 68.

Counseling Center

The purpose of the Counseling Center is to assist students in making the most of their opportunities for academic and personal development while attending the university. Personal and career counseling are provided.

The professionally trained and experienced counselors are committed to assisting students in their total development. They assist the student with self-assessment, self-understanding, personal and social adjustment. They seek to provide a concerned, caring environment where students learn individual responsibility, and skills for coping with crisis situations, present and future problems.

Counseling services for students are offered without cost to the student. Counseling sessions are kept confidential. Community referral services are available.

Career Services

The Career Services Office assists undergraduates and alumni with career planning and the job search. The services are available to all GWU students, graduate students and alumni. Services include career fairs and on-campus interviewing for students and alumni seeking employment and workshops on resume writing, interviewing, and job search. Career inventories, both paper and pencil and computerized (SIGI Plus), are also available. Career Fairs are held throughout the year. Resource materials, written and video, for the career and job search are available in both the career center's resource area and the GWU library. Information is also available on internships, summer positions and full and part-time positions. The Career Services Office also works in conjunction with the Financial Planning Office in the placement of student workers in work study positions on campus.

New Student Experience

Once a student has been accepted to attend Gardner-Webb the Student Development Division begins its communication with the student. All new and transfer students are required to participate in an orientation program as well as the fall Big Brother, Big Sister, and Faculty Mentor Program. The division also coor-

dinates a brief orientation program for new and transfer students who enter the university in January.

Throughout the year there are many opportunities for involvement with faculty, staff and other students. The Freshman class elects officers in the first several weeks of the fall semester and organizes programs throughout the year.

In addition to coordinating a variety of programming opportunities, the staff members offer individual guidance to freshmen including areas of personal adjustments, study skills, and time management.

Residence Life

The University strives to make residential living attractive, comfortable and developmental in nature. All of the residence halls are air conditioned, and rooms are designed for double occupancy. Students should bring linens, pillow, and other items to personalize their room. It is strongly suggested that they consult with their roommate about decor and items they want to bring.

Residence halls open the day before registration each semester and close after classes at the end of the fall, spring and summer semesters. Seniors only may remain through Commencement in spring and summer semesters. Residence halls close during vacation periods (fall break, Thanksgiving, Christmas, spring break, and Easter).

Room assignments are made through the Residence Life Office. Notification of room assignment will be made during the Summer.

Each residence hall is staffed with an Area Director and Resident Advisors. The staff is available to assist students with a variety of situations and procedures. The halls are equipped with laundry rooms, coin operated washers and dryers, vending machines for snacks, and beverages, and lobbies. Each room has telephone and cable TV service with DC and International access convenient to all areas of campus.

Each Residence Hall is also governed by a Hall Council and the Residential Housing Association. These elected student representatives provide programs for their respective populations utilizing funds from an activity fee. The \$20 (non-refundable) residence hall activity fee must be paid at check-in annually.

Communications Services/Fee

All students are required to pay a non-refundable communications services fee of \$40 per semester. This fee will be billed by the University or an agent designated by the University. This fee is required to make communications services available to all students. Services may include cable television (educational, informational, and entertainment) and access to the University telephone network. In addition, all students will be issued a long distance telephone access code for their personal use only. All long distance fees charged to the code are payable upon billing to the University or an agent of the University. Students are solely financially liable and responsible for all telephone arrangements and calls made from their code until the code is reported lost or stolen. This includes all authorized or unauthorized use of University or individual telephone lines/networks. The student also agrees to abide by the terms and conditions of the long distance service by accepting and/or using the code. By accessing the telecommunications network, each student authorizes the University to release to the billing agent all directory information and

social security numbers for billing and credit purposes. Students further authorize the University to assist in collection of fees and tolls by withholding transcripts, grades and registration.

More specific Residence Life policies and guidelines may be found in The Student Handbook and the Housing Contract.

Residency Requirements

- (1) All single, full-time undergraduate students enrolled in the regular program are required to live on campus. Exceptions will be considered for the following reasons:
 - (a) Living with parent or guardian
 - (b) 21 years of age or older prior to the beginning of the academic year
 - (c) Completed 120 consecutive days of military duty
 - (d) Lived in a university residence hall six semesters (fall or spring)
 - (e) Achieved 90 semester hours of university credit
 - (f) Permission from the Director of Residence Life

Note: Full-time students desiring commuter status must complete and submit a Commuter Application Contract along with a \$50 Advance Deposit. New students should submit the application and deposit upon acceptance. Continuing students wishing to change from a resident to commuter status must submit the application and fee no later than April 15th for the following fall.

A student who chooses to live off campus and fails to obtain approval for commuter status will be subject to revocation of registration, loss of institutional financial aid, and/or fines.

- (2) Married or part-time students enrolled in the regular program must complete and submit the Commuter Application Contract along with the \$50 Advance Deposit. Part-time students desiring to live in a residence hall can apply for residential status by contacting the Residence Life Office.
- (3) All resident students are required to purchase the University meal plan. Exemptions will be considered only for medical reasons when the University's food service cannot accommodate the necessary dietary requirements. Medical exemptions must be requested in writing at least 15 days prior to registration and be accompanied by a doctor's statement and prescribed diet.

Room Reservation Policy and Procedures

- (1) Policy: All resident students must submit a properly completed Application and Contract for Housing and pay a \$150 Room Reservation Deposit before a room will be reserved. The Room Deposit will be forfeited if the reserved room is not utilized.
- (2) Procedures:
 - (a) New students enrolling for the fall semester should submit the housing contract and \$150 Room Reservation Deposit within 30 days of acceptance or before the opening of school. **THE ROOM RESERVATION DEPOSIT IS NON-REFUNDABLE.**

- (b) Continuing students may reserve rooms beginning March 1st. Each student must submit to the Office of Residence Life verification of payment of the \$150 Room Reservation Deposit and a properly completed housing contract. **THE ROOM RESERVATION DEPOSIT IS NON-REFUNDABLE.**

University Police

The University Police Department is a multi-functional service agency whose primary purpose is to protect the University community and enforce regulations designed for the safety and security of life and property. Full-time officers are professionals who have been properly trained, certified, and commissioned. They are uniformed, armed, and have full authority to effect arrests. These officers patrol the entire campus on foot, on bicycles, and in a marked campus police vehicle. Services provided by the department include traffic control, engraving, educational seminars, a 24-hour emergency number, vehicle entry service for "lock-outs" vehicle "jump-starts", and escort service.

Post Office

The campus post office is located on the ground level of the Dover Campus Center. It is a limited service branch of the U.S. Post Office that sells stamps/stamped envelopes, mails packages (up to 30lbs.), and certifies and insures (up to \$500) letters or packages. The town of Boiling Springs post office is located adjacent to the campus within easy walking distance.

A resident student will retain the same campus post office box number throughout his/her enrollment at Gardner-Webb. New students will receive their box assignments when they receive their room assignment. The box number must be used on all future correspondence. When the student arrives on campus he/she is expected to go to the Post Office to receive the combination numbers for the box. Each resident should check his/her mail daily. In addition to incoming mail being placed in the student's box (normally by 10:00 a.m.), it is the main way of distributing communications from others on campus. The student is responsible for knowing and responding to communications placed in his/her box.

The Campus Post Office also provides mail service to commuter students. Commuters may go to the Campus Post Office window, present their valid Gardner-Webb ID, and pick up their mail.

Hours of operation are posted at the beginning of each semester. All outgoing mail must be in the Post Office before 3:45 p.m. each week day.

Student Activities

The office of Student Activities is responsible for the educational, recreational and social programming for the students at Gardner-Webb University. A variety of programs are offered to help and encourage the student to grow socially, culturally and spiritually. All students are encouraged to attend and take part in campus activities.

The department is also committed to ensuring that all programs reflect our Christian values and commitment by providing a staff of students and professionals who are dedicated to the development of the total student.

The Gardner-Webb Intramural/Recreational Sports Program's purpose is to actively encourage, provide, and promote recreational activities to enrich the quality of physical, mental, spiritual, and social life for the Gardner-Webb "family."

Student Government

Representing the interests of the Gardner-Webb student body is the Student Government Association (SGA). Projects and proposals dealing with social, cultural and academic life are promoted by the SGA officers and the Student Senate. The SGA promotes the general welfare of the student body, encourages involvement in extracurricular activities and fosters interaction among faculty, staff, and students.

The Student Entertainment Association (SEA) is a major function of the SGA, responsible for providing entertainment programming for the members of the Gardner-Webb University community. The SEA plans a variety of activities to involve students in social, cultural and recreational opportunities.

Student Communications Media

The Pilot. The University newspaper is published several times each semester by a student staff.

PawPrints. A weekly student information handout.

Radio Station. WGWG-FM, 88.3 the campus radio station, operates each day at 50,000 watts and is staffed primarily by students.

Reflections. The University literary magazine is published by students interested in creative expression, including verse and prose.

The Web. The University yearbook is compiled by a staff of students.

WEBNET - (University TV Channel)

Gardner-Webb University sponsors two closed circuit television channels known as WEBNET. Channel 43 - 46 has hit movies, student features, and Christian music videos. Channel 44 - 47 (Informational Channel) carries important administrative and student announcements, date and time service, and carries the audio programming from WGWG radio.

Health Services

Gardner-Webb University provides health services for resident students through Boiling Springs Medical Associates, and CLECO. Both are located near the campus.

The physicians and/or physicians assistant regularly see students who have minor illnesses or injuries. Emergency cases are referred via ambulance to Cleveland Regional Medical Center. For residential students, the university pays the first \$15 of the Doctor visits to Boiling Springs Medical Associates and CLECO, and the student is responsible for the balance. This fee is subject to change depending upon the current charge of the doctors. Services of other medical personnel and prescription medicines are the financial responsibility of the student. Students with special problems are referred to specialists or their family physicians.

A medical examination for all new students is suggested and a health form is required. Immunization records are required by North Carolina State law.

Cultural Life

Each year a variety of programs is offered for the cultural enrichment of campus life. The Department of Fine Arts brings outstanding artists and performers to the campus. Members of the Fine Arts Department faculty and advanced students in music give recitals open to the public. Several choral and orchestral concerts are scheduled. Plays presented by Gardner-Webb students and by visiting drama groups are also a feature of the University's cultural offerings.

Student Organizations

Gardner-Webb University offers students opportunities to become involved in numerous activities and organizations on the campus. The range of these activities is wide. Students work with the Student Development staff to start new organizations.

Departmental

Physical Education Health Education Majors (PEHEM), Student National Education Association (NEA-SP), Student Nurses' Association, Psychology Club, French Club, Mathematics Club, Student Chapter of the Music Educators National Conference, Outdoor Explorers Club, Phi Beta Lambda (Business), Social Science Club, Association of Computing Machinery, Drama (Alpha Psi Omega).

Music and Fine Arts

University Community Orchestra, University Band, American Choral Directors' Association, Concert Choir, Chorale, Music Teachers Association, American Guild of Organists

Religious

Campus Ministries United (CMU) encompasses these organizations: Baptist Student Union (BSU), Fellowship of Christian Athletes (FAC), FOCUS, GWU gospel Choir, Student Worship Committee, Women with a Mission (WWAM), Christian Ministry Association (CMA), Celebration Week, Missions Committee, Discipleship Committee, Discipleship Committee, Off-Campus Ministry, Joyful Hands Sign Choir.

Others

International Students Club, Cheerleaders, Residence Hall Association, Student Entertainment Association, Student Volunteer Corp.

Student Honors

Alpha Chi

Membership in this national scholastic society is one of the highest honors a Gardner-Webb student can attain for academic excellence. To be eligible for membership a student must be a junior or senior in the top ten percent of the class, and have distinguished himself or herself by academic accomplishments.

Beta Beta Beta

The objective of this national honor society is to recognize scholastic achievement in Biology.

Sigma Tau Delta

The objective of this national honor society is to recognize scholastic achievement in English.

Psi Chi

The objective of this honor society is to recognize scholastic achievement in Psychology.

Theta Alpha Kappa

The objective of this national honor society is to recognize scholastic achievement in Religious Studies and Theology.

Who's Who

Outstanding members of the student body are selected for Who's Who in American Colleges and Universities. Selection is based on scholarship, participation and leadership in academic and extracurricular activities, citizenship and service to the University.

Campus Traditions

Alumni Day

This day is one of the highlights of the year and the time for class reunions. The Alumni Association honors outstanding alumni at this occasion.

Homecoming

Homecoming takes place in the fall, bringing back to the campus many former students. Entertainment includes tennis tournament, football game, and other festivities. Special activities are scheduled during the week for students.

Family Weekend

The Parents' Association of Gardner-Webb University under the direction of the Vice President and Dean of Student Development invites the parents and fami-

ly members of Gardner-Webb students to a weekend of fun and entertainment, a chance to meet and mingle with faculty on an early Fall weekend.

Spring Formal

The foremost social event of the spring semester. The queen and her court are presented at a ball culminating the week's activities.

Student Rights, Responsibilities and Expectations

Gardner-Webb University is a community of students, faculty and staff who are dedicated to learning and personal development in an environment of Christian concern. As in any community, certain standards of conduct are necessary to protect the safety, rights, health and general well-being of all members of the community. The University strives to promote concern for the good of the entire group as opposed to selfish individualism.

Each person whether student, faculty or staff voluntarily joins the University community and thus is expected to abide by rules and regulations that have been adopted to insure reasonable standards of conduct. The prohibited behavior code describes conduct which the University does not tolerate. By enrolling in the University, each student agrees to abide by University rules, regulations and expectations. The Board of Trustees has approved minimum penalties for certain of the prohibited behaviors. The University assures fundamental fairness to any student accused of involvement in prohibited behavior.

The Student Handbook describes the prohibited behavior code and the judicial process used in the event that a student becomes involved in prohibited behavior. The Handbook is distributed during orientation, at which time student rights, responsibilities and expectations are explained in greater detail. The Handbook is also available at the offices of Student Development.

Gardner-Webb University supports and is fully committed to the concept of a drug and alcohol free campus community. In order to comply with the Drug-Free Schools and Communities Act Amendments of 1989, Gardner-Webb publishes the following and makes it available to each student.

- (1) The unlawful manufacture, distribution, dispensing, possession or use of controlled substances such as but not limited to the following:

- Narcotics (heroin, morphine, etc.)
- Cannabis (marijuana, hashish, etc.)
- Stimulants (cocaine, diet pills, etc.)
- Depressants (tranquilizers, etc.)
- Hallucinogens (PCP, LSD, designer drugs, etc.)
- Designer (MDA, MDA-known as ecstasy, ice, etc.)
- Alcohol

is prohibited by students on Gardner-Webb University's property or as any part of the university's activities. As a condition of enrollment, Gardner-Webb University students will abide by these terms.

- (2) Gardner-Webb will impose disciplinary sanctions on students who violate the terms of paragraph 1, above. Upon conviction, the appropriate disciplinary action, up to and including expulsion from the University and/or satisfactory participation in a drug and alcohol abuse assistance or rehabilitation program

approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency, will be taken. More specific penalties are outlined in the following publications: Gardner-Webb University Student Handbook, Gardner-Webb University College of Extended Professional Studies Bulletin, Gardner-Webb University Graduate Catalog. Violations may also be referred to the appropriate civil authorities for prosecution under local, state, and federal law.

- (3) Local, state, and federal laws prohibit the possession, and distribution of illicit drugs, alcohol and weapons. The applicable legal sanctions for various offenses are listed in the North Carolina Criminal Law and Procedure book, a reference copy of which is maintained by the University's Campus Police Department.
- (4) A booklet describing the health risks associated with the illicit drugs and abuse of alcohol is made available to all students. Additional information and individual counseling is available through the University's Counseling Center. If necessary and at the student's expense, referral can be made to an outside agency.
- (5) Local, state and federal law prohibits the possession of weapons on campus. These laws supersede any statutes which allow the possession of a concealed weapon by permit. G.S. 14.269.2



Admissions, Finances and Financial Aid

Admission Procedures

Gardner-Webb University operates on the Rolling Admissions Plan. Completed applications are acted upon and notified within three weeks. Gardner-Webb University maintains that minimums of 2.2 GPA; 830 SAT or 16 ACT; and rank in the top 60% of their high school graduating class are base lines for academic success. Students who do not possess the desired criteria may be invited to campus for an interview to determine the student's potential for academic success. In addition to quantitative requirements for admission, Gardner-Webb University accepts students with strong character, leadership ability and desire to be a positive influence in the campus community. No single criterion will be decisive, but each item will be considered carefully as acceptance decisions are made. In the case of transfer students, previous college work and recommendation will serve as the criteria for acceptance.

Although an interview is not required of all applicants for admission to Gardner-Webb University, campus visits are encouraged. Interviews and campus tours are available all day Monday through Friday and Saturday mornings, except for holidays. Four prospective student visitation days, or VIP days, are planned during the school year. Contact the Admissions Office at 1-800-253-6472 for further information.

Gardner-Webb University admission packets are available from many high school guidance offices or directly from the Admissions Office of the University. Completed applications should be returned with a non-refundable \$20 application fee and transcripts of all high school credits and any college work attempted.

Applicants must meet the University's standards as to intellectual promise, and emotional and social stability. Gardner-Webb University is committed to its responsibility as a liberal arts university within the context of the Christian faith. It seeks to enroll students from a variety of racial, economic, social, religious, and geographic backgrounds.

Although a fixed pattern of high school credits is not prescribed, the following minimum course distribution is recommended as the best preparation for academic work at Gardner-Webb University: English, 4 units; social science, 2 units; algebra, 2 units; geometry, 1 unit; foreign language, 2 units; natural science, 2 units; plus electives.

Acceptance of students for admission to the University does not automatically guarantee their entrance into any particular program of the University. Departmental approval is necessary for entry into any departmental program and/or major.

Students may enter at the beginning of any semester or summer term.

Entrance Examinations

Applicants for admission to Gardner-Webb University are required to submit their scores on the SAT of the College Entrance Examination Board or the ACT of The American College Testing Program. Scores should be sent directly to Gardner-Webb University.

Applications, lists of testing centers and dates, and rules on applications, fees and other information are available in most high school guidance offices in the United States. The SAT school code for GWU is 5242, and 3102 for ACT.

Acceptance on Condition

Students whose deficiencies indicate a need for special work may be required to participate in the Learning Assistance Program. Upon successful completion of this work the student may proceed with regular course work.

Provisional Acceptance

A provisional acceptance may be granted on an individual basis to students who are unable to complete all admission requirements prior to registration. For example, students transferring to Gardner-Webb University from another college or university for the spring semester may be unable to have a complete transcript or record prior to registration. In such cases a provisional acceptance can be granted in order for the student to enroll. A provisionally admitted student must present all academic transcripts and complete requirements prior to mid-term of the initial semester. In accordance with Federal Regulations, Financial Aid cannot be awarded to a student until he/she has been officially accepted.

Special Students

Gardner-Webb University admits a limited number of special students. They include:

- (1) Persons who wish only private music lessons. Such applicants are admitted if instructors in the Department of Fine Arts are able to schedule lessons for them.
- (2) Persons 21 years of age or older who are not high school graduates or degree candidates but wish to take class work. Such persons are accepted on the basis of maturity and background sufficient to do the class work desired.
- (3) College graduates who are interested in further study.
- (4) High school students who wish to take work on the Gardner-Webb campus prior to and during their senior year. Credit for this work is generally transferable to other institutions.
- (5) High school students who wish to enter Gardner-Webb at the end of their junior year may submit an application for consideration for early admission.

Transient Students

A student enrolled at another institution may take a course(s) at Gardner-Webb University and transfer that credit to the other institution. To be considered as a transient student at Gardner-Webb, one must apply to Gardner-Webb and have written permission from the registrar of the other institution.

Foreign Students

In order to be considered for admission to Gardner-Webb University, international students must submit documentation of their ability to read and write the English language. They should do so by submitting results of the Test of English as

a Foreign Language (TOEFL). A minimum score of 500 is required. They must also submit documentation of their ability to support themselves financially while in the United States.

Students who fail to meet the English language requirement may enroll at an ELS Language Center. Proficiency certification by ELS meets the English language requirement for admission. An I-20 will not be sent until the above documents have been received by the Admissions Office.

Advanced Placement and Credit

Advanced Placement Program: Students achieving a minimum score of three on an Advanced Placement Program test of the College Board will be given advanced placement with credit for the course covered by the test.

College-Level Examination Program: Gardner-Webb accepts credit earned through the College Level Examination Program prior to enrollment and up through the end of the first semester of enrollment. No credit is accepted for tests taken later than the end of the first semester of enrollment. CLEP tests must be taken before a student enrolls in a comparable course.

Gardner-Webb University grants credit to students submitting test scores from the College-Level Examination Program on the following basis:

- (1) Credit will be received on the same basis as transferred credit from accredited institutions of higher learning.
- (2) No credit will be granted in an area for which the examinee has college credit. No course can be dropped to take a CLEP test, and no subject attempted in class may be repeated by CLEP.
- (3) Credit will be received as pass/fail; that is, no hours attempted or quality points will be computed in the examinee's grade point average.
- (4) Unsatisfactory scores will not become a part of the student's record.
- (5) A CLEP test on any subject may be submitted only one time.
- (6) Concerning the General Examination for freshman applicants:
 - (a) The student must submit a score at or above 500 on each test.
 - (b) The number of semester hours granted will be that number normally granted for the area covered by the test with the following restrictions:
 - (1) A maximum of six semester hours credit may be granted for each test.
 - (2) A maximum of three semester hours credit may be granted on the basis of a sub-score provided the area is appropriate.
 - (c) Credit thus granted may be applied to the student's course of study only as basic courses or free electives.
- (7) Concerning the Subject Examinations:
 - (a) The student must submit a score at or above the mean score for C students on the CLEP national norms, such scores being provided and recommended by the Council on College-Level Examinations.

- (b) The number of semester hours granted will be determined by the scope of the material measured as indicated by the Council on College-Level Examinations.
- (c) Credit thus granted may be applied to the student's course of study without restriction.

Armed Service-Related Programs: Veterans who have successfully completed a course or courses under the Service School training program or through USAFI may submit a record of courses completed for review by the Transcript Evaluation Officer. Credit may be applied or subject waived, depending upon the discretion of the proper authority and the appropriateness of the course in the student's educational objectives and program.

Local Testing Program: In order to enrich the program of a gifted student, a student attaining a satisfactory score on a special test administered by the appropriate department of the University may be exempted from the course covered by this test, but will be required to take an advanced course in the same department carrying the same or more credit.

Advance placement may be earned in the Associate in Arts nursing program by successful completion of prescribed challenge examinations. Examinations are available for Nursing 101 - Basic Concepts of Nursing, Nursing 111 - Pharmacological Concepts in Nursing, and Nursing 112 - Nutritional Concepts in Nursing. Challenge of other nursing courses may be permitted in special circumstances. Eligibility for challenging courses includes admission to Gardner-Webb, meeting nursing admission criteria, completion of courses similar to those being challenged, and completion of prerequisites. Details may be obtained from the Director of the Associate Degree Nursing Program.

Arrangements for advanced placement through the local testing program are made individually for each student involved and require the agreement of the Academic Dean and the appropriate academic department.

Admission of Transfer Students

Requirements include a formal application for admission, an official high school transcript showing date of graduation of GED, SAT or ACT scores, and a non-refundable \$20 application fee. The high school transcript (or equivalent) and entrance test scores are not required of applicants who have completed 30 semester hours of college credits with at least a 2.0 Grade Point Average.

The applicant's record is evaluated by Gardner-Webb retention standards, or the applicant must be eligible to return to his previous college in order to be accepted.

Transfer Credit Policy

Students transferring from accredited two-year colleges may transfer up to 64 semester hours. An additional 64 semester hours must be taken on the senior college level, with the final 32 semester hours for graduation taken at Gardner-Webb.

Students transferring from accredited four-year colleges may transfer up to 98 semester hours. For a bachelor's degree, the final 32 semester hours for graduation

Students transferring from accredited four-year colleges may transfer up to 98 semester hours. For a bachelor's degree, the final 32 semester hours for graduation must be taken at Gardner-Webb. Candidates for the associate degree must take their final 24 hours at Gardner-Webb.

Credit may be transferred only for courses on which the student has earned a C or better. A course on which a student made a D, except a course counted in the major, may be used to satisfy a course requirement but carries no hours credit. The student must meet graduation requirements for the total number of hours required.

Courses accepted in transfer admission are recorded as credit only: grades are recorded on a transfer evaluation form, but no grade points or grade point average are computed. The grade point average for graduation is computed on academic credit earned at Gardner-Webb. The Registrar interprets the transfer policy and certifies students for graduation.

Grade Point Average

The student's general academic performance is indicated by a Grade Point Average. This figure is determined by dividing attempted semester hours into earned quality points. Two Grade Point Averages are significant for each student: the semester GPA and the GPA for work taken at Gardner-Webb. Students must achieve a GPA minimum 2.0 on all work taken at Gardner-Webb to qualify for graduation.

Readmission of Former Students

Students who are not in attendance for one or more semesters or who withdraw during a semester for any reason must submit a formal application for readmission. Students who have been out more than 24 months must meet new curricular requirements.

Former students who have attended other institutions subsequent to their enrollment at Gardner-Webb must provide an official transcript from each institution attended. Those regulations concerning the advanced standing of transfer students apply to these students.

The National Guide prepared by the American Council on Education is used as a measuring instrument for non-collegiate learning with transfer credit not to exceed six hours.

Admissions to the GOAL Program

Refer to the Special Studies Bulletin.

Admissions to Graduate Study

Refer to the Graduate Program Bulletin of the program desired.

Financial Information

General Information

Gardner-Webb University will make every effort to keep operating costs low while providing quality programs. Through the support of the Baptist State Convention of North Carolina, the Independent College Fund of North Carolina, private gifts from alumni, business and other friends, and endowment earnings, Gardner-Webb is able to charge tuition which is less than the actual cost of instruction and other student services. The University, however, reserves the right to change tuition and other charges at the beginning of any semester if such change is necessary in the judgment of the Board of Trustees.

Expenses for the 1996-97 Academic Year-Regular Program

<u>Item</u>	<u>Per Semester</u>
Tuition (Full-time: 12-18 hours)*	\$4,495
Room	\$1,055
Board**	\$1,180
Overload (more than 18 semester hours)	\$200/hour
Residence Hall Security Deposit	\$75
Insurance***	\$125

* Students enrolled for only 10 or 11 hours in fall or spring will be charged full-time tuition.

** All resident students must participate in the University's board plan.

*** The cost for a student accident and health insurance plan is assessed to every full-time student unless a waiver form is completed certifying that the student is covered by some other insurance plan(s).

Music Fees

<u>Item</u>	<u>Per Semester</u>
Private Lessons - Piano, Voice, Organ, Instruments	
One lesson (1/2 hour) per week, credit or audit	\$140
Two lessons (1 hour) per week, credit or audit	\$240

Students wishing to take more than two private lessons per week will be charged an additional \$100 per 1/2 hour lesson.

Part-Time Enrollment

Tuition for day courses (no more than 9 hours per semester) \$200/hour

Summer School 1996

Tuition per semester hour	\$155
Room and Board per summer session	\$395

Graduation Fee

Diploma and Commencement Attire.....	\$50
Late Application for Graduation.....	\$40

Miscellaneous

Application fee (non-refundable)	\$20
Late registration/re-enrollment during term	\$40
Auditing courses (non-refundable)	\$50/course
Late payment fee	\$25
Drop/Add course after classes begin (first week only).....	\$5
Transcripts.....	\$3/copy
Examination for course credit.....	\$50
Automobile registration.....	\$40
Replace I.D. card	\$5
Returned check fine.....	\$15
Late admission to Teacher Education Program	\$25
Late application for student teaching.....	\$25
Private Room (per semester when available)	\$225
Communications fee	\$40/semester
Replacement of room key	\$25
Improper residence hall check-out fee	\$50

Room Charge

Students changing rooms without permission of his/her Resident Director are charged for both rooms.

Board Charge

Students living off campus but enrolled as full-time students may eat in the university dining room upon payment of board fees for each semester as determined by the Business Office, or through buying individual meals.

Book Expenses

The estimated cost of textbooks is \$150 to \$300 per semester, but this varies greatly with the number and types of classes taken.

Costs Covered by Tuition

Included in the tuition fees are costs of registration, use of the library, recreation facilities, admission to home athletic events, student publications, post office box, regular laboratory fees, and 10 to 18 semester hours of work, inclusive each semester. The tuition fees and estimated book expenses do not include fees for special courses, special laboratory work, and study-travel courses. Personal expenses will vary with the individual student. For the student who must earn money toward his or her college expenses, there are a number of opportunities for work available through the Financial Planning Office.

Schedule of Payment

Advance Deposit

A Room Reservation Deposit of \$150 for new resident students or an Advance Deposit of \$50 for new commuting students is due within 30 days of being accepted. The Room Reservation Deposit for new resident students or the Advance Deposit for new commuter students is non-refundable after May 1 for fall enrollment and November 1 for Spring Enrollment.

Continuing resident students may reserve a room, beginning March 1, by paying the \$150 Room Reservation Deposit and completing an Application and Contract for Housing. Continuing commuter students should pay the \$50 Advance Deposit to declare their intent to return. The deposit for a continuing student is non-refundable.

Room Reservation Deposits will be credited toward the cost of the room. The Room Reservation Deposit will be forfeited if the reserved room is not utilized. The advance deposit for commuter students will be credited toward the cost of tuition.

Balance of the Account

The balance of the semester charges is due prior to enrolling for classes. Students are encouraged to make this payment before returning to campus.

Those who cannot pay or find it necessary to finance university charges should contact the Business or Financial Planning Office for information regarding alternate payment plans.

Charge Reduction Policy

Registration in the University is considered a contract binding the student for charges for the entire semester. However, it is the policy of Gardner-Webb University to give limited charge reductions in the event a student OFFICIALLY WITHDRAWS from school. A withdrawal form can be obtained from the Registrar's Office. The form must be completed and returned to the Registrar's Office in order for the student to be officially withdrawn. The date of official withdrawal is the date this process is completed.

Reductions will be computed on total charges for tuition, room and board but not on fees. Students leaving school for disciplinary reasons will not be eligible for any reduction and will be liable for the entire semester's charges. Students registered for 10 or more hours who drop a course(s) after the last day of registration will not receive any reduction in charges. Students charged on a per hour basis may receive a pro-rata refund for individual classes that are dropped. (For purposes of interpreting this policy, periods of enrollment will be computed in weeks. A week is defined as a Monday through Friday period or any part thereof. The first week is defined as the week which classes are scheduled to begin.)

Charge Reduction Schedule

When official withdrawal occurs:

- On or before the first day of classrefund 100%
- During the first 10% of the enrollment periodrefund 90%

During the second 10% of the enrollment period.....	refund 80%
During the third 10% of the enrollment period	refund 70%
During the fourth 10% of the enrollment period	refund 60%
During the fifth 10% of the enrollment period	refund 50%
During the sixth 10% of the enrollment period	refund 40%
After the sixth 10% of the enrollment period	no refund

Note: When a student's charges are reduced, Federal, State, Institutional and Non-Institutional Aid will be adjusted in accordance with the regulations governing the respective programs. Leaving the University without officially withdrawing may result in a student's forfeiting all financial aid and, thus, becoming responsible for the entire balance.

Delinquent Student Accounts

Students with outstanding financial obligations may be prevented from registering for the following semester. A student will not be allowed to participate in commencement exercises or receive a diploma, nor will transcripts be released, until all financial obligations are satisfied. Delinquent Accounts may be referred to collection agencies and/or credit bureaus. Financial obligations include, but are not limited to student account balance, parking, disciplinary and library fines, and returned checks.

Financial Aid

Gardner-Webb University provides various forms of financial aid to assist the student in bridging the financial gap between the cost of attendance and the amount the student and/or parents can reasonably be expected to provide. However, GWU aid should not be expected when the total cost of attendance is fully paid by other grants, gifts or aid.

Gardner-Webb University Academic Scholarships

All academic scholarships are awarded based on the student's full-time enrollment.

Gardner-Webb Presidential Scholarships

Each year ten students from the entering freshman class are selected as Presidential Scholars. This scholarship program is named in honor of the ten presidents of Gardner-Webb University. The scholarships are awarded on the basis of outstanding academic achievement, demonstrated leadership ability, and commitment to service. To receive Presidential Scholar recognition, a student must be nominated by a friend of Gardner-Webb University and selected by the Presidential Scholarship Screening Committee. The scholarships are renewable for up to three additional years provided the recipient achieves an outstanding level of scholarship and continues to demonstrate strong leadership ability and commitment to service.

Gardner-Webb Honor Scholarships

The applicant must rank in the upper 25 percent of his or her high school class. To renew the scholarship, the applicant must maintain an overall 2.8 Grade Point Average on all credit taken.

Gardner-Webb University Transfer Scholarships

Transfer students with thirty hours of semester transfer credit with a 2.8 Grade Point Average or better will receive a two thousand dollar scholarship. Nominations are made by the Director of Admissions at the time of acceptance following a transfer credit evaluation from the transcript evaluation officer.

Gardner-Webb University Endowed Scholarships

Academic Fellows Scholarships

Established in 1991, the Academic Fellows Scholarships provide assistance for full-time undergraduate students who have demonstrated superior academic performance in high school or college. Only winners of the Presidential Scholarships will be considered as Academic Fellows. In combination with the Gardner-Webb Presidential Scholarships, the Academic Fellows Scholarships are used to provide full tuition assistance for the University's best academic students. The Academic Fellows Organization is supported by gifts from individuals, businesses and foundations. As part of the overall endowment corpus the following scholarships have been funded:

Charles B. and Sue C. Camp Scholarship: Established in 1993 by Mr. and Mrs. Charles B. Camp of Shelby, North Carolina, both alumni of Gardner-Webb. Dr. Sue Camp has served since 1976 as a faculty member in the Broyhill School of Management.

Roberta Warlick Dixon Memorial Scholarship: This scholarship was initiated in 1992 in memory of Mrs. Robbie Dixon. The scholarship was funded by friends and family of the Dixons.

Anthony F. Eastman Scholarship: Established in 1993 by Dr. and Mrs. Gene Washburn, this scholarship honors the exceptional teaching ability and concern for individual students exhibited by Dr. Eastman, a member of the university faculty since 1966. First preference is given to students majoring in history.

Herman P. Jarvis Memorial Scholarship: Funded by the estate of Herman Jarvis, the scholarship was established in 1991. Mr. Jarvis was a self-made businessman from Asheville, North Carolina and a staunch supporter of Baptist causes.

M. Lansford Jolley Scholarship: Initiated in 1992 by the Department of Social Sciences of Gardner-Webb University to honor Professor M. Lansford Jolley, a faculty member at Gardner-Webb for thirty-three years and long-time Chair of the Department of Social Sciences. Following his retirement Prof. Jolley was elected by the University Trustees to serve as University Historian.

Edna Humphries Mack Memorial Scholarship: Founded by the estate of Mrs. Edna H. Mack of Gaffney, South Carolina, the scholarship was established in 1991. Mrs. Mack was a 1925 graduate of the Boiling Springs High School which later became Gardner-Webb University.

Robert Earle Morgan Scholarship: This scholarship was established in 1986 by Dr. Robert E. Morgan, professor of French and Mathematics at Gardner-Webb. In 1993 the scholarship became part of the University Fellows endowment and is restricted to students who have demonstrated superior academic performance in high school or college.

Helen Speck Scholarship: Funded by Helen Speck of Shelby, North Carolina, the scholarship provides assistance to superior academic students.

Mae Cline Stroup Memorial Scholarship: Funded by the estate of Mrs. Mae Stroup of Shelby, North Carolina, the scholarship memorializes one of Gardner-Webb's most significant leaders. In addition to her generosity, Mrs. Stroup served as a Trustee for several terms, holding all Board leadership positions. She was one of the first persons ever to be awarded the status of Trustee Emeritus.

Other Academic Fellows Scholarships:

Charles S. Andrews Memorial; A. Frank and Florence B. Bonner; Milliken Corporation.

Athletic Hall of Fame Scholarships

Athletic Hall of Fame Scholarships recognize significant contributions to the University's athletic scholarship program. These scholarships have a minimum \$50,000 endowment corpus.

Winifred Herbert Lindsay Hall of Fame Scholarship: Funded in 1994 by Mrs. David Lindsay of Rutherford County to provide scholarship aid for student-athletes, in the women's basketball program.

Winifred Herbert Lindsay Hall of Fame Scholarship: Funded in 1995 by Mrs. David Lindsay, the scholarship provides scholarship aid for student-athletes in the men's basketball program.

Athletic Endowed Scholarships

J.W. and Terry C. Abernethy III Women's Basketball Scholarship: Funded by Gardner-Webb alumni Mr. and Mrs. "JJ" Abernethy of Newton, North Carolina, the scholarship is awarded to a member of the women's basketball team.

Garland H. Allen Golf Scholarship: Established by the Bulldog Club to provide assistance to worthy student athletes.

Bulldog Club Scholarship: Established in 1989 by the Bulldog Club to support the University's intercollegiate scholarship program. A portion of the funds raised each year by the Bulldog Club is used to increase the endowment.

Thomas R. and Shirley B. Causby Men's Basketball Scholarship: Established in 1992 by Mr. and Mrs. Thomas R. Causby of Belmont, North Carolina, to express their support for the men's basketball program.

G. Wayne and Pauline J. DeHart Men's Basketball Scholarship: Established in 1994 in memory of G. Wayne DeHart of Hickory, North Carolina and in honor of his wife Pauline J. DeHart. A trustee of Gardner-Webb, Mr. DeHart was a signifi-

cant factor in the success of Gardner-Webb's men's basketball program in the 1960's and 1970's.

M. Henry and Pam Garrity Athletic Scholarship: Initiated by the Board of Advisers and funded by friends and family of Mr. and Mrs. Garrity, the scholarship provides financial assistance for a student-athlete.

Florence Hamrick and Roland M. Hamrick Scholarship: In 1965 Roland M. Hamrick, Jr. and Thomas B. Hamrick made a gift to the University to endow an athletic scholarship in honor of their parents, Florence Hamrick and Roland M. Hamrick, Sr.

Thomas B. Hamrick Scholarship: Given by the Hamrick family, this athletic scholarship is presented to deserving athletes in memory of Thomas B. Hamrick.

Trela R. and Erlene Hendrix, Sr. Men's Basketball Scholarship: Established in 1989 by Mrs. Trela R. Hendrix, Sr. of Trinity, North Carolina, in memory of her husband.

Winifred Herbert Lindsay Women's Basketball Scholarship: In 1991 Mrs. David Lindsay of Rutherford County established this athletic scholarship.

J.L. and Sara McFarland Suttle, Jr. Men's Tennis Scholarship: Established in 1989 by Mr. and Mrs. Suttle to express their love for tennis.

Victor Bulldog Scholarship: Funds for this scholarship were given by friends of the University from surrounding counties.

Martin Lynn White and Andrew Christopher White Athletic Scholarship: Established in 1990 by Dr. and Mrs. Christopher White, the tenth president and first-lady of Gardner-Webb University, the scholarship honors their sons Marty (Class of 1993) and Andrew (Class of 1994).

Paris Leland and Donnis Gold Yelton Memorial Golf Scholarship: Established by Mr. and Mrs. Yelton and their sons, Robert and Don, the scholarship provides financial aid for golf team members.

Other Athletic Scholarships:

Alumni Tennis; Jack Hunt, James E. and Patricia J. Putnam Golf.

Business Endowed Scholarships

Belk/Ellis Business Scholarship: Given by the Belk Foundation, the Belk Corporation of Shelby and Forest City, and the William P. Ellis family, the scholarship is given to students from Cleveland or Rutherford counties.

First Union National Bank Scholarship for the Broyhill School of Management: Initiated by the Cleveland County Branches of First Union National Bank of North Carolina and The First Union Corporation of Charlotte, North Carolina.

Hampton C. and Betty C. Hager Scholarship: Funded by the Lutz Foundation of Cliffside, North Carolina, the scholarship was established in 1995 to honor Hampton Hager of Shelby, North Carolina. Preference is given to students who are residents of Cleveland, Rutherford, Burke or Polk counties in North Carolina.

Donald J. Kemerait Memorial Scholarship: Established in 1992 by the family and friends of Donald J. Kemerait, who served as a professor in the Broyhill School of Management from 1981 until his untimely death in 1992. Preference is given to a

senior studying in the Broyhill School of Management. When possible the scholarship is awarded to a married student with children.

Ray Webb Lutz/Texaco Scholarship: Initiated by Texaco/Star Enterprises in 1989, this scholarship honors Ray Webb Lutz, a trustee and long-time benefactor of Gardner-Webb University. This scholarship is awarded to a business major who exemplifies the qualities of leadership, initiative and free enterprise.

Clyde L. and Rufus Stutts Memorial Business Scholarship: This endowed fund was established by Mrs. Clyde L. Stutts to provide financial assistance to citizens from North or South Carolina.

William Y. Webb Memorial Business Scholarship: This scholarship was initiated by Mr. and Mrs. William Y. Webb in memory of Judge Edwin Yates Webb, Sr., and Willie Simmons Webb.

Other Business Scholarships:

E.R. and Helen Hoffman

Christian Service Organization Undergraduate Scholarships

Established over twenty years ago the Christian Service Organization of Gardner-Webb University provides scholarships for deserving and needy students preparing for full-time Christian vocational service. The Organization is supported by gifts from individuals, churches and private organizations. As part of the overall endowment corpus the following scholarships have been funded:

Fred L. and Sallie N. Abrams Memorial Scholarship: Robert W. Abrams, W. Glenn Abrams, Mrs. Jessie A. Roddy, and Mrs. Floy A. Bryant, established the fund in 1978 to honor their parents, Fred L. and Sallie N. Abrams of Gray's Creek Baptist Church community of Rutherford County.

Reverend and Mrs. Robert W. Abrams Scholarship: Established in 1995 by Donna Kay Abrams in honor of her parents, the Reverend and Mrs. Robert W. Abrams of Boiling Springs, North Carolina. Reverend Abrams retired after many years of service on the staff of Gardner-Webb University.

Clara P. Angel Memorial Scholarship: Established in 1990 by Mrs. Clara P. Angel of Shelby, North Carolina.

Hoyt G. and Meta Q. Bailey Memorial Scholarship: Established in 1990 by Mr. and Mrs. Hoyt Q. Bailey, in memory of Mr. Bailey's parents.

Herman A. and Ellen B. Beam Scholarship: This scholarship was established in 1992 by the estate of Herman A. Beam, a member of the original Board of Directors of the Christian Service Organization, and Ellen B. Beam of Fallston, North Carolina.

Beaver Dam Baptist Church Scholarship: The Beaver Dam Baptist Church of Shelby, North Carolina, established this scholarship in 1991

Herman and Margaret Best Scholarship: Established by Mr. and Mrs. Herman Best of Shelby, North Carolina, in 1989.

Bethlehem Baptist Church Scholarship: Established by the Bethlehem Baptist Church of Kings Mountain, North Carolina in 1991.

- Lloyd C. and Virginia F. Bost Scholarship:** Established in 1992 by Mr. and Mrs. Lloyd Bost of Shelby, North Carolina. For over twenty years Mr. Bost has served the University as a trustee, including numerous terms as chairman of the Board.
- Cleo P. and James E. Chadwell Scholarship:** Established in 1990 by Mr. and Mrs. James E. Chadwell of Shelby, North Carolina.
- Kenneth Howard Cole Memorial Scholarship:** Established in 1991 by Lucille Hamner Cole of Shreveport, Louisiana, in memory of her husband. Family members have added to the endowment corpus.
- F. Glenn and Ray Cornwell Scholarship:** Initiated in 1990 by Mr. and Mrs. F. Glenn Cornwell of Shelby, North Carolinas.
- W.D. and Ilease Cornwell Scholarship:** Established in 1991 by Mr. and Mrs. W.D. Cornwell of Charlotte, North Carolina.
- John Ed and Essie D. Davis Scholarship:** Established by Mr. and Mrs. John Ed Davis of Shelby, North Carolina in 1990.
- Double Shoals Baptist Church Scholarship:** Established by the members of Double Shoals Baptist Church, North Carolina.
- Double Springs Baptist Church Scholarship:** Established in 1991 by the Double Springs Baptist Church of Shelby, North Carolina.
- Charles I. Dover Memorial Scholarship:** Funded by the Dover Foundation of Shelby, North Carolina.
- W.E. Entrekin Memorial Scholarship:** Established in 1990 by the Emmanuel Baptist Church of Charlotte, North Carolina, in memory of former beloved pastor, the Reverend W. E. Entrekin. First preference is given to students who are members of Emmanuel Baptist Church.
- Forrest and Jessica Feezor Memorial Scholarship:** Established in 1986 by friends of Dr. and Mrs. Feezor.
- First Baptist Church of Forest City Scholarship:** Established by the First Baptist Church of Forest City, North Carolina to provide ministerial scholarship.
- Flint Hill Baptist Church Scholarship:** Initiated in 1990, this scholarship was funded by members of the Flint Hill Baptist Church of Shelby, North Carolina.
- Freeman-Jones Memorial Scholarship:** Established in 1990 by the Reverend Charles W. "Buddy" Freeman in memory of his parents Coley and Willie Lee Freeman and in memory of his aunt Mrs. Lillie Jones.
- L.T. Hamrick Memorial Scholarships:** Initiated in 1993 by Mrs. L.T. Hamrick in memory of her husband, a noted lawyer in Shelby and longtime Christian Service Organization supporter.
- Clara Katherine Vickers Head Memorial Scholarship:** Established in 1979 by the estate of Clara Katherine Vickers Head, the fund provides scholarships for needy students from Rutherford County.
- Russell L. Hinton Memorial Scholarship:** Established in 1990 by Mrs. Hinton in memory of her husband, the late Reverend Russell L. Hinton, a noted pastor in Cleveland County.
- Richard A. Isenhour Memorial Scholarship:** Established in 1996 by the membership of the Christian Service organization, the scholarship memorializes Richard

Isenhour. A non-traditional ministerial student, Mr. Isenhour was an excellent student and scholarship student prior to his untimely death.

Carl and Tyner Ivester Memorial Scholarship: Dr. and Mrs. Ivester of Lawndale, North Carolina, established this scholarship in 1990. Mrs. Ivester served as the Secretary of the Christian Service Organization since its inception.

J. Thurman Lewis Memorial Scholarship: Established in 1991 by Julius C. and Laura M. Taylor of Taylors, South Carolina, the fund memorializes Dr. Lewis, Professor of Biblical Languages at Gardner-Webb University. Dr. Lewis was the founder of the Christian Service Organization.

Leonard and Reba Lowe Scholarship: Mr. and Mrs. Leonard Lowe of Rutherford County, North Carolina established this scholarship in 1990 to support ministerial students.

Robert G. and Mary Frances Moore Scholarship: Established in 1992 by Mr. and Mrs. Robert G. Moore of Cliffside, North Carolina.

Robert Earle Morgan Scholarship: This scholarship was established in 1990 by Dr. Robert E. Morgan, professor of French and Mathematics at Gardner-Webb University since 1967.

M. Vann Murrell Scholarship: Established in 1994 by friends of Dr. Murrell, who served Gardner-Webb University from 1967 to 1995 as Professor of Religion.

William T. and Mabel H. Nolen Scholarship: Established in 1990 by Mr. and Mrs. Nolen of Gastonia, North Carolina, long time supporters of the Christian Service Organization.

Max and Mary Padgett Scholarship: Mr. and Mrs. Max Padgett of Hickory, North Carolina, funded this scholarship for ministerial students.

Freeman T. Perry Memorial Scholarship: Established in 1991 by Freeman T. Perry of Kannapolis, North Carolina. Preference is given to students from Rowan and Cabarrus Counties in North Carolina.

Pleasant Grove Baptist Church Scholarship: The Pleasant Grove Baptist Church of Shelby, North Carolina, established this scholarship in 1991.

R.E. and Bonnie R. Price Scholarship: Established in 1990 by Mrs. Bonnie Price of Boiling Springs, North Carolina, in memory of her husband.

Melba S. Robbins Memorial Scholarship: Mr. and Mrs. James Robbins of Forest City, North Carolina, established this scholarship in 1991 to express their support of ministerial students at Gardner-Webb University.

Dana Leigh Scott Memorial Scholarship: Established in 1996, by the CSO Membership, the scholarship is in memory of Dana Scott, a Christian Service Organization scholarship recipient, who died prior to her sophomore year. Her heroic struggle against cancer was an inspiration to all who knew her.

Mafrey Richardson and Edward H. Sessom Scholarship: The Reverend and Mrs. Sessom established this scholarship in 1986.

Hobart C. and Dorothy Smith Scholarship: Established in 1990 by Mr. and Mrs. Hobart C. Smith. For over twenty years Hobart Smith has served Gardner-Webb as a Trustee, including several terms as chairman of the Board.

Ralph and Clevie Spangler Scholarship: Gardner-Webb Trustee Ralph Spangler and his wife Clevie Spangler established this endowment fund in 1990.

J.L. and Sara McFarland Suttle, Jr. Scholarship: Established in 1991 by Mr. and Mrs. Suttle of Shelby, North Carolina.

Tri-City Concrete Scholarship: Gardner-Webb University trustees James E. Robbins and Thomas M. Robbins, owners of Tri-City Concrete in Forest City, North Carolina established this scholarship in 1991 to support students studying for Christian ministry.

M. Christopher and Linda F. White Scholarship: Established in 1990 by Dr. and Mrs. Chris White. Dr. White is the tenth president of Gardner-Webb University, having served in that role since 1986.

R. Archie and Edith M. White Scholarship: Established in 1991 by Mr. and Mrs. David W. White of Shelby, North Carolina in memory of his father and in honor of his mother, Mr. and Mrs. R. Archie White.

Other Christian Service Organization Undergraduate Scholarships:

Baptist Student Union; Cline W. Borders; J.R. Cantrell Memorial; Harold W. and Mary Lou Causby; Mr. and Mrs. Thomas F. Davis; John H. and Osteen Hendrick; Dorothy B. Keeter Memorial; Archie and Iris Kennedy; Kincannon-Herndon; Ruth C. Kiser; John W. and Janet P. Long; Melvin R. and Joann W. Lutz Jr.; John T. and Lou McCulloch Mount Pleasant Baptist; Pleasant Home Baptist; Bobby M. and Carolyn Harliss Pettyjohn; Haywood A Rowan Memorial; Robert Kelly and Essie Louise C. Spake Memorial; Bennett L. Walker Memorial. Evans P. Whitaker.

Christian Service Organization Graduate Scholarships

In 1993 Gardner-Webb University established the School of Divinity to provide graduate level professional education for ministers. As part of the overall endowment corpus of the Christian Service Organization the following scholarships have been funded:

Allen-Ginn-Elliott Scholarship: Established in 1994, this scholarship commemorates the special relationship between the Lawson Allen family, the Leonard Allen family, the Charles Ginn family, the Phil Elliott family and Gardner-Webb University. Priority is given to students from Western North Carolina.

Mattie T. Christopher and Etta S. Butterworth Scholarship: Established in 1995 by A. Donald and Joyce A. Christopher of Wilmington, North Carolina to express their commitment to graduate Christian theological education. It was established in honor of Mrs. Etta S. Butterworth and in memory of Mrs. Mattie T. Christopher, mothers of the donors.

The Reverend Charles W. "Buddy" Freeman Scholarship: Established in 1993 by friends of Buddy Freeman, Gardner-Webb alumnus and longtime staff member, the scholarship honors his commitment to the education of young people called by God into the ministry. The student receiving this scholarship must maintain at least a 3.0 Grade Point Average.

Stephen Burgess Greene Memorial Scholarship: Established in 1994 by Rush and Margaret Greene in memory of their son, the scholarship provides assistance to students in the School of Divinity

Robert H. and Betty Lutz Scholarship: Established in 1995 and funded by the Lutz Foundation of Cliffside, North Carolina the scholarship honors Mr. and Mrs. Robert H. Lutz of Shelby, North Carolina who have been Christian Service Organization members for many years.

Thomas W. and Elene C. Martin Scholarship: Established in 1995, this scholarship provides assistance for worthy and/or needy students who have committed their lives to full-time Christian service.

McInnis-Smith-Best Scholarship: Initiated in 1993 by Herman and Margaret Best of Shelby, North Carolina in memory of the Reverend Neill McInnis, father of Mrs. Best, and in honor of the Reverends Rockwell Smith and David Herman Best, brother-in-law and son of the Bests.

James A. and Ganell Pittman Scholarship: The Reverend and Mrs. James A. Pittman of Roanoke Rapids, North Carolina established this scholarship in 1994 to provide assistance to School of Divinity students.

James E. and Robin M. Robbins Scholarship: Established in 1994 by Mr. and Mrs. James E. Robbins of Rutherford County.

Mafrey Richardson and Edward H. Sessom Scholarship: The Reverend and Mrs. Edward H. Sessom of Cleveland County established this scholarship in 1994.

Ralph and Clevie Spangler Scholarship: Established in 1996 by Mr. and Mrs. Ralph Spangler of Lawndale, North Carolina to support scholarships for students in the School of Divinity.

Gene L. Watterson Scholarship: Established in 1994 by members of First Baptist Church, Shelby, North Carolina, the scholarship honors their pastor, Dr. Watterson, on his retirement for his years of ministry.

Other Christian Service Organization Graduate Scholarships:

Clara P. Angel Memorial; Kenneth Howard Cole Memorial; F. Glenn and Ray Cornwell; J. Hugh and Mildred Cornwell; John Ed and Essie D. Davis; Double Shoals Baptist Church; L. T. Hamrick Memorial; Russell Hinton Memorial; Carl and Tyner Ivester Memorial; H.S. and Sandra Keeter; Bob and Betty Kendrick; Randolph and Mattie Sue Lowery; Robert G. and Mary Frances Moore; Gilbert and Sue Morgan Memorial; Thad R. Parsons, III; R.E. and Bonnie R. Price; Charles H. Rabon; Ralph and Clevie Spangler; Henry C. and Neno L. Taylor Family; Tri-City Concrete; M. Christopher and Linda F. White; Paul Wilson Sunday School Class, First Baptist of Shelby, North Carolina; Roy and Joyce Wyatt.

School of Divinity Endowed Scholarships

In 1993 Gardner-Webb University established the School of Divinity to provide graduate level professional education for ministers. As part of the overall endowment corpus the following scholarships have been funded:

Baptist State Convention of North Carolina: Established in 1996 by action of the Baptist State Convention, the trust provides scholarships for students in the School of Divinity. Recipients must be residents of North Carolina and members of Baptist churches cooperating with the Baptist State Convention.

J. Harold and Peggy Craig Scholarship: Established in 1995 by members of the Penelope Baptist Church of Hickory. North Carolina in honor of J. Harold Craig and in memory of Mrs. Craig. The scholarship provides financial assistance to students in the School of Divinity whose studies include a special interest in sacred music.

Robert Z. and Jennie B. Falls Scholarship: Initiated in 1993 by Mr. and Mrs. Robert Z. Falls of Shelby, North Carolina to assist School of Divinity students.

Marguerite Noel Family Scholarships: Scholarships of up to \$9,000 for a degree program are provided to selected students on the basis of high academic achievement in baccalaureate studies and a commitment to ministry. Funding for the scholarships was provided by the late Mrs. Marguerite Noel of Kannapolis, North Carolina and her family

Penelope Baptist Church Scholarships: Established in 1993 by the Penelope Baptist Church of Hickory, North Carolina.

Frances and Bob Riley Scholarship: This scholarship was established in 1993 by April and Garland Bolejack of Shelby, North Carolina to honor April's parents, Frances and Bob Riley. Before their retirement the Rileys served the Baptist State Convention of North Carolina.

Carl M. and Fannie K. Spangler Christian Education Scholarship: This scholarship was established in 1992 in memory of Carl M. Spangler and in honor of Fannie K. Spangler by their children. Proceeds of the endowment support Christian education by assisting undergraduate and/or graduate ministerial students. Selection is based on financial need.

Underwood-Watson Scholarship: Established in 1994 by the Reverend James A. Pittman and his wife Ganell of Roanoke Rapids, North Carolina, the scholarship honors two professors who made a lasting impression on him during his student years at Mars Hill College. The scholarship honors Dr. Evelyn Underwood and Mrs. Elizabeth Watson.

Joe C. and Estilla McSwain Washburn Memorial Scholarship: Established in 1993 by various descendants of Joe C. and Estilla McSwain Washburn of the Double Springs Community of Cleveland County, North Carolina.

Carlos L. and Constance C. Young Scholarship: Established in 1993 by Mr. and Mrs. Carlos L. Young of Shelby, North Carolina, the scholarship reflects their interest in ministerial education.

H. Fields and Ruth B. Young, Jr. Scholarship: Established in 1993 by Mrs. H. Fields Young, Jr. of Shelby, North Carolina in memory of her husband.

Other School of Divinity Scholarships:

J.L. and Nettie McCluney; Thomas McFarland Linnens Memorial; Nations Ford Baptist Church, Charlotte; W. Wyan and Emily Washburn.

Communication Studies Endowed Scholarship

Lee B. Weathers Memorial Scholarship: The fund was established by Henry Lee and Pearl A. Weathers, children of Lee B. Weathers, to provide financial assistance to worthy and needy students at Gardner-Webb University. Preference is given to students who major in Communications Studies with an interest in

broadcast and/or print journalism, public relations, or publishing. Also, children of any employee of the Shelby Star who apply shall be given preferential consideration if determined worthy by the University.

Disabled Student Endowed Scholarships

William P. and Wilene C. Davis Scholarship For Hearing Impaired Students: Established in 1985 by William P. and Wilene Davis of Southern Pines, North Carolina, to provide financial assistance to worthy hearing impaired students.

George T. and Marguerite Noel Memorial Fund for Visually Impaired Students: Marguerite Warren Noel established the fund in 1983 in memory of her husband, who was an ophthalmologist.

Marylene Noel Scholarship for Disabled Students: Established by Mrs. Marguerite Warren Noel in 1989 in honor of her daughter Marylene. Preference is given to students who are visually or hearing impaired.

Charles L. Sigmon Memorial Scholarship for Visually Impaired Students: Established in 1990 by Mrs. Charles L. (Lura B.) Sigmon and son Les C. Sigmon to provide financial assistance to worthy and needy visually impaired students.

Alfred L. and Mary Mayo Stancil Scholarship for Hearing Impaired Students: Established in 1989 by the Stancil family, the scholarship supports worthy hearing impaired students.

Nancy Hope Willis Memorial Scholarship: Established in 1985 in honor of Nancy Hope Willis of Greensboro, North Carolina, the scholarship provides financial assistance to physically handicapped students.

Other Disabled Student Scholarships:

Carlos L. and Constance C. Young

Fine and Performing Arts Endowed Scholarships

C.A. and Essie Y. Brittain Memorial Music Scholarship: Established by Mrs. C.A. Brittain in 1977 in memory of C.A. Brittain of Casar, North Carolina, this scholarship fund was established to aid students who are in need of financial assistance.

George R. Cribb Music Scholarship: Funded by faculty, family, former students and friends, this scholarship honors the contribution of the Dr. George R. Cribb to the University. For over twenty years he served as the Chairman of the Department of Fine Arts.

Etta M. Elliott Memorial Music Scholarship: This scholarship was established in 1981 in memory of Mrs. Etta M. Elliott, wife of the late Philip L. Elliott, former Gardner-Webb University president.

C.A. and Annie Knotts Hoyle Memorial Music Scholarship: This scholarship was established in 1992 by an estate gift from Annie K. Hoyle of Sylva, North Carolina. Preference is given to organ majors.

W.H. Hudson Scholarship Fund: Established by Sue and Hill Hudson, Jr., in memory of W.H. Hudson, a former Gardner-Webb University Trustee and personal friend of the late Philip Elliott, seventh president of Gardner-Webb University. The fund is to provide financial assistance to needy and worthy citizens from

North and South Carolina with first preference being given to students from Cleveland County, studying in the field of sacred music.

Max and Mary Padgett Music Scholarship: Established in 1990 by Mr. and Mrs. Max Padgett of Hickory, North Carolina.

Dorothy Scism Seagraves Scholarship: Established in 1995 by James A. and Dorothy Scism Seagraves of Charlotte, North Carolina, the scholarship provides financial support for full-time students who are studying for a degree in music education or sacred music. Mrs. Seagraves is an alumnae of the University and has served as a trustee.

Spangler Music Scholarships: The fund was named in honor of Eloise and Evelyn Spangler of Shelby, North Carolina. Auditions are held annually for merit scholarships of varying amounts in all areas of music.

Other Fine and Performing Arts Scholarships:

Gardner-Webb University Music Faculty.

International Student Endowed Scholarships

Beulah Rimmer Craig Memorial Scholarship: The fund was established in 1979 by Mrs. Beulah Rimmer Craig of Lincolnton, North Carolina. The scholarship provides financial aid to international students committed to the Christian way of life or to sons or daughters of missionaries.

Clyde J. Dotson Scholarship: A pioneer missionary to Africa, the Reverend Clyde J. Dotson was honored by the creation of the scholarship fund by his daughter, Grace Dotson Warren and Dr. T.L. Warren of Hickory, North Carolina. The fund is designated to assist international students.

Mathematics and Science Endowed Scholarships

Joseph W. Geddes Memorial Engineering Scholarship: In 1971 the University received funds from the estate of Joseph W. Geddes to establish a pre-engineering scholarship for needy and worthy students.

Glaxo Women in Science Scholars: Established by a gift from the Glaxo Foundation in 1994, the scholarship is awarded to two women students each year based on academic merit and leadership.

Z.W. and Carl E. Jolley Memorial Scholarship: Established by the family and friends of Z.W. and Carl E. Jolley. The scholarship is awarded to a student who is interested in studying mathematics or computer science.

Professor and Mrs. M.A. Moseley, Jr., Memorial Scholarship: Established in 1987 by friends and former students in memory of the Moseleys to provide financial assistance to worthy students pursuing a degree in science. Preference is given to students majoring in chemistry.

Ministerial Undergraduate Endowed Scholarships

In addition to the Christian Service Organization endowed scholarships, the following funds have been established to assist undergraduate students preparing for a full-time Christian vocation.

Lena Niven Ayers Memorial Christian Vocation Scholarship: Established in 1975 by Mr. and Mrs. John F. Ayers, Jr., of Charlotte, North Carolina, in memory of Mr. Ayers' mother, Mrs. Lena Niven Ayers.

Florence Baptist Church Scholarship: Established by Florence Baptist Church, Forest City, North Carolina.

Gaston Memorial Education Fund: The fund was established by O'Neil and the late W.F. Gaston of Belmont, North Carolina, in 1978 to honor Albert Forest Gaston and his wife, Vera L. Gaston, and to express a commitment to Christian higher education. Preference is given to qualified applicants from First Baptist Church, Belmont, North Carolina.

Willie D. and Murleen G. Hall Ministerial Scholarship: This program was established by Mr. and Mrs. Hall to aid deserving Christian vocational students.

A.D. and Ruth Park Harmon Memorial Ministerial Scholarship: The fund was established by the late Troy Harmon, an alumnus and former employee of Gardner-Webb University, in memory of his mother and in honor of his father. Troy was killed in an automobile accident while serving as a student pastor.

L.R. Harrill Memorial Ministerial Scholarship: Established by the late L.R. Harrill of Raleigh, North Carolina, the scholarship provides financial aid for a student or students preparing for service in the foreign mission field.

Wendy Suzanne Hazelworth Love Memorial Scholarship: This scholarship was established in 1991 by Mr. and Mrs. John B. Hazelworth and Maureen Hazelworth Colwell in memory of their daughter and sister Wendy Suzanne Hazelworth. The scholarship assists worthy and needy students majoring in Religion whose goal it is to serve, after graduation, in some religious field in the Lutheran or other Christian church.

Clyde B. and Kathryn B. Little Ministerial Scholarship: Established in 1987 by Mr. and Mrs. Little to assist needy and deserving students studying for the ministry.

Huel E. May Memorial Ministerial Scholarship: This scholarship was initiated by Mrs. Billie H. May to honor the memory of her husband, the Reverend Huel E. May.

Race Path Baptist Church Ministerial Scholarship: This scholarship is given to a deserving student from the Race Path Baptist Church majoring in religion, religious education or church music. If no student from Race Path qualifies, this scholarship may be given to any other deserving student majoring in religion, religious education or church music.

M.E. Skell Ministerial Scholarship: Established in 1979 by Mr. and Mrs. M.E. Shell of Valdese, North Carolina, scholarships are awarded to a minimum of two ministerial students, with preference being given to students from Burke County, North Carolina.

Donald Ervin and Betty Morris Smith Ministerial Scholarship: Mr. and Mrs. Donald E. Smith established this scholarship in 1985 to provide financial aid to

full-time students. Preference is given to qualified applicants from Burke County, North Carolina.

Reverend and Mrs. H.M. Stroup Memorial Ministerial Scholarship: Established by the late Reverend and Mrs. H.M. Stroup of Spruce Pine, North Carolina. Baptist students will receive first consideration.

Other Ministerial Undergraduate Scholarships:

D. Harding Caldwell Memorial; Hardin Memorial; M.G. Martin Memorial; Elizabeth Dudley Nolan Memorial

Nursing Endowed Scholarships

Joseph H. and Carolyn C. Carroll, III Nursing Scholarship: This fund was established in 1990 by Mr. and Mrs. Carroll in memory of their son, Joseph H. (Joey) Carroll, IV. It provides financial assistance to deserving full-time nursing students with first preference given to the residents of Cleveland County.

W.P. and Pauline T. Ellis Nursing Scholarship: This scholarship was initiated in 1992 by Mr. and Mrs. W. P. Ellis, residents of Shelby, North Carolina.

Robert R. and Jessie I. Forney Nursing Scholarship: Established in 1988 by Mr. and Mrs. Robert R. Forney of Shelby, North Carolina. Preference will be given to residents of Cleveland, Rutherford and Gaston Counties who demonstrate academic ability, need and Christian citizenship. The recipient will be obligated to work in a hospital in Cleveland County, with preference given to Cleveland Memorial Hospital, one year for each year the scholarship-loan was received.

Willie Odom Money Memorial Scholarship: Restricted to nursing students, this scholarship was funded in 1995 with a gift from the estate of Willie Odom Money, a resident of Iredell County, North Carolina

Dr. Regan Stewart Memorial Scholarship: Established in 1991 in memory of Dr. Stewart, a former member of the board of Davis Hospital Foundation. The scholarship is awarded to a student enrolled in the Davis School of Nursing in Statesville, North Carolina.

Ernest Julian Webb Memorial Nursing Scholarship: This scholarship was initiated by Mrs. Irene B. Webb to honor the memory of her late husband, Mr. Ernest Julian Webb. The fund is to provide financial assistance to worthy students enrolled in the Davis School of Nursing of Gardner-Webb University.

Jean M. Young Memorial Nursing Scholarship: Established in 1994 by the family and friends of Mrs. Fields Young, III, former nursing faculty member at Gardner-Webb University.

Other Nursing Endowed Scholarships:

Albert D. Raines Memorial; Marjorie Cox Gray.

Teacher Education Endowed Scholarships

Roberta Warlick Dixon Memorial Scholarship: This scholarship was established in memory of Mrs. Robbie Dixon, a teacher in the Shelby City Schools. The scholarship was funded by friends and family of the Dixons.

Ralph L. Falls Scholarship: Established in 1990 by Dr. Ralph L. Falls of Morganton, North Carolina.

Michael J. Frost Scholarship: Funded by the Lutz Foundation of Cliffside, North Carolina, the scholarship was established in 1995 to honor Michael Frost, Petroleum World executive. The scholarship is awarded to female students who are in the teacher education program.

Hamrick-Perry Memorial Scholarship: Mr. and Mrs. Dwight S. Perry of Lawndale, North Carolina, established an endowed fund in memory of their parents, Mr. and Mrs. William S. Perry and Mr. and Mrs. Henry Hamrick. Preference is given to students interested in Christian ministry, nursing, or education professions.

Sara McFarland Suttle Memorial Scholarship: Established in 1994 by Mrs. Suttle's children- J. Linton Suttle, Vance Suttle and Carol Suttle Arey, all of Shelby, North Carolina.

James Orville "Dean" and Rubye Reynolds Terrell Scholarship: This scholarship was established in 1993 to provide financial assistance for students preparing for teaching careers. Dr. Terrell was a history professor for twenty-seven years at Gardner-Webb where he also served as Dean and Vice President. He was recognized as Dean Emeritus and received an honorary doctorate. Mrs. Terrell was a public school teacher

Other Teacher Education Scholarships:

Susan Renae Cook Memorial; Betty E. Knox; Joyce Harris Putnam Memorial.

Financial Need Scholarships

Clarence N. Peeler Andrews Memorial Scholarship: The late Mrs. Hattie Peeler Self of Cherryville, North Carolina, and her daughter and son-in-law, Dr. and Mrs. W.B. Andrews, established a trust fund in memory of Clarence N. Peeler Andrews, grandson and son of the donors.

William S. Barkley, Jr. Memorial Board of Advisors Scholarship: Funded by the Board of Advisors of Gardner-Webb University, this scholarship was named in April 1994 in memory of Lt. Col. William S. Barkley, Jr. Mr. Barkley was SGA President during his student days at Gardner-Webb and was recognized as the most outstanding male graduate.

William S. Barkley, Jr. Memorial Scholarship: Established in 1993 by family and friends of William S. Barkley, Jr. who lost his life in service to his country. Mr. Barkley was one of the most outstanding students ever to attend Gardner-Webb University.

C. L. Beam Memorial Scholarship: In 1966, Charles Grier Beam, Chairman, Board of Directors, Carolina Freight Carriers Corporation, created a scholarship named in honor of his mother, Mrs. Nancy Jean Beam of Lincoln County, and in memory of his father, Charles Lester Beam. Income from this scholarship is used to assist a deserving and needy student with preference to those from Gaston, Cleveland, or Lincoln counties in North Carolina.

Grace Welch Blanton Scholarship: Established in 1994 by Lyn Blanton Kirkland to honor her mother.

T.F. and Rhea Bridges Scholarship: Established in 1987 by Mr. and Mrs. T.F. Bridges of Shelby, North Carolina.

George Henry and Martha Jane Brittain Memorial Scholarship: In 1965 L.H. Brittain of Shelby, North Carolina, gave property to Gardner-Webb for the purpose of endowing a scholarship in memory of his parents.

Cora C. Costner Memorial Scholarship: This fund was established in 1976 by Mr. and Mrs. W.F. Parker, daughter and son-in-law of Mrs. Costner. Preference is given to students from Cleveland and Rutherford counties.

J.R. Dover, Jr., Memorial Scholarship: In 1962, J.R. Dover, Jr., established an endowed fund for scholarships.

The Duncan Family Scholarship: Established in 1993 by Grady S. and Joretta W. Duncan of Belmont, North Carolina to provide scholarships for needy but worthy full-time students. Preference is given to students from Gaston County, North Carolina. Mr. Duncan has served as a trustee of Gardner-Webb University.

W.P. and Pauline T. Ellis Scholarship: In 1992 Mr. and Mrs. W.P. Ellis of Shelby, North Carolina established the scholarship to provide financial assistance to students who have financial need.

Catherine Cline Falls and John Zimri Falls, Jr., Memorial Scholarship: Dr. and Mrs. Ralph L. Falls and Mrs. Helen F. Miller established the fund in memory of Catherine and John Z. Falls.

Carl L. and Lula H. Hamrick Memorial Scholarship: This fund was established with a gift from the estate of Mrs. Lula Hamrick. Mr. Hamrick was a graduate of Gardner-Webb and both were supporters of the school.

Earle A. and Adele G. Hamrick, Sr., Memorial Scholarship: This scholarship was established in memory of Earle A. Hamrick, Sr., by his wife. Qualified students from the Haywood County area are given first consideration.

S.C. and Pauline D. Harrill Memorial Scholarship: Established in 1996 through the estate of Mrs. Harrill for students in need of financial assistance.

W. Shirley and Gladys J. Haynie Endowed Scholarship Fund: The fund was established in 1981 by Mrs. W. Shirley Haynie in memory of her husband to express their commitment to Christian higher education. Preference is given to qualified applicants from Gaston and Yadkin counties.

James A. and Hazel B. Hodge Scholarship: Established in 1989 by Mr. and Mrs. James Hodge of Rutherford County.

Garrie L. Kendrick Memorial Scholarship: Established by Mrs. Garrie L. Kendrick in memory of her husband, who was a faithful member of the Gardner-Webb Board of Trustees.

Kings Mountain/Gardner-Webb University Scholarship: Established in 1990 by the Kings Mountain City Council and Gardner-Webb University. The scholarship is awarded each year to a graduating senior of Kings Mountain High School.

L.V. Lee Family Memorial Scholarship: The scholarship fund was established by Iva Sperling (Mrs. Norman B.) Lee to honor the memory of Lawrence Victor Lee, M.D., Susan Lattimore Lee, and Norman B. Dennett Lee.

Le Grand-Ware Memorial Scholarship: Mr. and Mrs. R.T. LeGrand, Jr., of Shelby, North Carolina, established this scholarship in memory of their parents, Mr. and Mrs. Richard Torrance LeGrand, Sr., and Mr. and Mrs. Moffatt Alexander Ware. Nominations will be received in the spring for students entering the following fall from each high school in Cleveland County. Applicants must demonstrate a real interest in the free enterprise system and should show the potential for leadership as exhibited by school activities. The award will be divided equally over eight semesters. The Financial Aid Committee may be requested to increase the award per semester.

David and Winifred Herbert Lindsay Scholarship: Established in 1989 by Mrs. Lindsay, a resident of Rutherford County, North Carolina, the fund provides financial assistance to worthy and needy full-time students. Preference is given to residents of Rutherford and area counties in North Carolina.

Marcus Randolph Martin Memorial Scholarship: This scholarship was established in 1969 by Mrs. Randolph Martin and her children, Conrad and Julia, in memory of her husband. Its income is used to help deserving students.

Mr. and Mrs. B.S. Mauney Memorial Scholarship: This scholarship was established in 1973 by the late Mrs. and Mrs. B.S. Mauney.

Daniel W. and Bettye A. Moore, Jr. Scholarship: Established in 1990 by Mr. and Mrs. Dan Moore, Jr. of Boiling Springs, North Carolina, to provide financial assistance to worthy full-time students.

Joe T. and Ellen B. Moore, Sr. Scholarship: Established in 1989 by Mrs. Moore in memory of Mr. Moore to express their commitment to Christian higher education. The fund will provide financial assistance to full-time students with first preference is given to members of the First Baptist Church, Belmont, North Carolina.

Mr. and Mrs. M.A. (Brick) Morris Scholarship: Mr. and Mrs. M.A. (Brick) Morris endowed a scholarship to aid students of good character who are in financial need. Students from South Carolina are considered first.

Porter Brothers, Inc., Scholarship: In 1970 a fund was established by Porter Brothers, Inc., of Shelby, North Carolina, to assist needy and worthy students.

Thomas P. Pruitt, Sr., Memorial Scholarship: Mr. Pruitt was an outstanding Christian layman known for his service to the First Baptist Church of Hickory, North Carolina, and the North Carolina and Southern Baptist Conventions. He is honored through this fund by his wife, children, and friends.

D.W. Royster, Sr., Memorial Scholarship: Established by the family and friends of D.W. Royster, Sr., this fund honors his memory.

Walter Ed and Gertrude Sain Memorial Scholarship: Funded by a gift from the estate of Walter Ed Sain of the Toluca community in northern Cleveland County, North Carolina, the scholarship was established in 1995 to provide scholarships for students who have financial need.

E. Jerome Scott Memorial Scholarship: Established in 1995 and funded by friends and family, the scholarship recognizes the extraordinary contributions to Gardner-Webb University by E. Jerome Scott, former Vice President and Dean of Student Development. Preference is given to graduates of Shelby High School, Shelby, North Carolina.

Mr. and Mrs. Ray Small Academic Scholarship: This fund was established by Mr. and Mrs. Ray Small of Lincolnton, North Carolina.

Elon and Etheleen M. Smawley Scholarship: Mr. and Mrs. Smawley established this scholarship in 1985 to provide financial assistance to students.

C.R. and Elizabeth Spangler Scholarship: This scholarship is made possible by Mr. and Mrs. C.R. Spangler and Mr. and Mrs. Ralph Spangler of Cleveland County, North Carolina. It is granted on the basis of Christian character and financial need of qualified students. Preference is given to Cleveland County students.

Everett G. and Vera L. Spurling Scholarship: Established in 1971 by Mr. and Mrs. Everett G. Spurling to provide scholarships for needy and worthy students, with preference given to students from upper Cleveland County.

Charlene Stamey Memorial Scholarship: This scholarship was established by a gift from the estate of Charlene Stamey of Fallston, North Carolina, a long time trustee of Gardner-Webb.

J.P. Stevens and Company Scholarship: Established in 1965 by J.P. Stevens and Company. Preference is given to students from Cleveland County.

Annie Mae Walker Memorial Scholarship: Funded by a gift from the estate of Annie Mae Walker of the Green Creek community in Polk County, North Carolina, the scholarship provides assistance for students who have financial need.

Lee B. Weathers Memorial Scholarship: The fund was established by Henry Lee and Pearl A. Weathers, children of Lee. B. Weathers, to provide financial assistance to worthy and needy students at Gardner-Webb University. Preference is given to students who major in Communications Studies with an interest in broadcast and/or print journalism, public relations, or publishing. Also, children of any employee of the Shelby Star who apply shall be given preferential consideration if determined worthy by the University.

M. Christopher and Linda F. White Hart County High School Scholarship: Established in 1995 by Dr. and Mrs. Christopher White, tenth president and first-lady of the University, the scholarship is restricted to graduates of Hart County High School, Hartwell, Georgia. Dr. and Mrs. White are graduates of Hart County High.

Margaret Young Memorial Scholarship: In 1966 Mr. J.F. Alexander, Mrs. Martha Howe, and Mrs. Kathleen Alexander Carpenter, all of Salisbury, North Carolina, created the scholarship as a memorial to Margaret Young.

Other Financial Need Endowed Scholarships:

C. and O. Arrington; Mr. and Mrs. Howard S. Berry; Anissa Bingham Memorial; Ensign Ronald F. Carpenter Memorial; Mary Lide Doggett Memorial; Maxwell B. and Ruth P. Hamrick, Sr.; O.P. Hamrick Memorial; Nancy Holbrook; Jenny King; Frank and Barbara Mayo; Virgil M. Hailey; Minnie Connor Poston Memorial; Claude Proctor; S.S. Royster, Sr. Memorial; George Edward Sweet Memorial;

General Purpose Endowed Scholarships

George and Ida Wood Blanton Scholarship: In 1955 George Blanton and Ida Wood Blanton of Shelby, North Carolina, created a trust fund for the purpose of encour-

aging and promoting the education of capable and deserving young men and women through the facilities of Gardner-Webb University.

Joseph B. Freeman Education Fund: With initial funding provided by a group of Cleveland County friends, business people and professionals, the Joseph B. Freeman, Jr. Education Fund was established in 1991 to provide freshman year scholarships for promising students who do not have the financial resources to attend college. The scholarship is limited to graduates of high schools in Cleveland County. Further, the scholarship is intended for those few extraordinary individuals whose academic ability and motivation are good, but whose personal circumstances prohibit college. Gardner-Webb agrees to match, dollar-for-dollar, the Joseph B. Freeman, Jr. Education Fund given to students who attend Gardner-Webb as full-time students in the undergraduate program.

Earl W. and Evelyn H. Spangler Practical Leadership Development Scholarship: The fund was established by Earl W. and Evelyn H. Spangler of Shelby, North Carolina, in 1979 to express a commitment to Christian higher education. The scholarship is awarded to an entering freshman with the most clearly demonstrated record of, and with the most predictable potential for general practical leadership. A selection committee, headed by the president of Gardner-Webb University, selects the recipient.

The Eloise and Pat Spangler Fund: This fund was established in 1981 by their many friends from across the Southeastern United States as an expression of appreciation for the Spanglers' years of public service. The fund provides graduate stipends for teaching assistantships.

Annual Scholarships

Acteen Studiact Scholarships: A young woman who has been involved in the Acteens individuals achievement plan, Studiact, may receive a scholarship ranging in value from \$800 to \$1,800. These scholarships are made available by Gardner-Webb University; however, the application should be filed with the State Acteens Director, Baptist State Convention, Cary, N.C. 27512-1107 before April 1.

Alpha Epsilon Recruitment Grant: This \$200 scholarship is given by the Alpha Epsilon Chapter of Delta Kappa Gamma, an educational, honorary, and professional society, to a worthy student interested in teaching.

Baptist State Convention of North Carolina Scholarships: Gardner-Webb University awards scholarships provided by the Baptist State Convention to selected students who are members of North Carolina Baptist churches. Details are available from the University's Admission Office.

Boiling Springs Rotary Club Scholarships: The Boiling Springs Rotary Club raises scholarship funds for graduates of high schools in Cleveland County. The major project is the annual Rotary Classic Men's Basketball Tournament which traditionally begins the Gardner-Webb basketball season.

Mary Lou Causby Scholarship: The Mary Lou Causby Scholarship for \$300 is awarded annually to a rising sophomore nursing student. Preference is given to a former LPN or an older student who demonstrates maturity, dedication, and

commitment to the nursing profession. The student should be deserving of financial assistance.

Susan Renae Cook Scholarship: Funds are provided by Mr. and Mrs. Franklin C. Cook in memory of their daughter, Susan Renae, a 1968 graduate of Gardner-Webb

Christian Vocation Scholarships: Each student pursuing a Christian vocation may qualify for an annual \$500 scholarship provided a 2.5 grade point average is maintained on all work attempted, and provided the application is submitted by June 1 for fall semester and December 1 for spring semester.

Dover Foundation Scholarships: Funds provided by the Dover Foundation of Shelby, North Carolina are given to an outstanding graduate of each of the following high schools: Crest, Burns, Shelby, Kings Mountain and Cherryville. Application forms for these competitive freshman year scholarships may be obtained from the high school guidance counselors or Gardner-Webb's Financial Planning Office.

First Baptist Church, Shelby, North Carolina Scholarships: Funds are given to deserving students by the First Baptist Church of Shelby, North Carolina.

FOCUS Scholarships: The Fellowship of Christians United in Service, a ministry of the Gardner-Webb University Baptist Student Union, gives four, or more, \$200 scholarships each year. One scholarship is awarded to the FOCUS coordinator-elect, and the others are awarded to students nominated by the FOCUS ministry and approved by the Admissions and Financial Planning Committee.

Lilly Hoyle Lutz Music Scholarship: Established by Mr. and Mrs. Ray Webb Lutz and Mr. and Mrs. Jack Lutz to provide financial assistance to a music major who participates in the Gardner-Webb University Community Orchestra. A scholarship of \$1,000 will be awarded annually on Awards Day for the following academic year.

J. Ray Lutz Memorial Scholarship: Established in 1988 by Petroleum World, Inc. of Cliffside, North Carolina, this \$2,000 scholarship is named in memory of J. Ray Lutz of Shelby. It is awarded to an entering freshman from Cleveland, Rutherford, Polk, McDowell, or Burke County.

Ministerial Board of Associates Scholarship Program: Each member of the Ministerial Board of Associates may recommend a student for the scholarship to be awarded in his name. The scholarship is available to first-time Gardner-Webb students, freshman or transfer, and is for \$1,000 to be credited at the rate of \$125 each semester for eight semesters. The recommendation must be mailed by June 1 for fall semester and December 1 for spring semester to the Director of Financial Planning, Gardner-Webb University.

Minister's Dependent Scholarship: Each dependent of an ordained Baptist minister may receive a \$1,000 scholarship each academic year upon completion of the Minister's Dependent Scholarship application. The minister whose dependent claims the scholarship must be a full-time minister of a Southern Baptist Church or an ordained, full-time employee of a SBC-affiliated State Convention or agency. The recipient must be a full-time student. He/she must maintain at least a 2.5 cumulative grade point average to be eligible for renewal each year.

Royal Ambassadors Service Aide Scholarships: A young man who has been involved in the Royal Ambassadors Service Aide program may receive a scholarship ranging in value from \$800 to \$1600. These scholarships are made available by Gardner-Webb; however, the application should be filed with the Baptist State Convention, Brotherhood Department, Box 1107, Cary, N.C. 27512-1107 before April 1.

D.A. Tedder Scholarship: This is a \$200 scholarship given in memory of the Reverend Daniel Allen Tedder of Shelby, North Carolina, by his daughter, Mrs. Fredrick Swift. The scholarship is awarded to an able and deserving ministerial student.

Gardner-Webb University Loan Funds

The following guidelines govern the Gardner-Webb University revolving loan funds:

- (1) all transactions, such as signing the promissory note, are made directly with the student, who must be enrolled in good standing or accepted for enrollment at Gardner-Webb University
- (2) the maximum loan for an academic year is \$2,500.
- (3) terms of the loan:
 - (a) repayment begins six months after termination of education at Gardner-Webb University.
 - (b) repayment rate will be \$50 monthly plus interest or the amount needed to repay the loan within the maximum 10-year repayment period.
 - (c) the rate of interest is eight percent computed on the unpaid balance.
 - (d) the borrower is responsible for any litigation fees incurred because of delinquency.
- (4) the student must reapply when additional funds are needed since loans are not automatically renewed.

Listed below are the individuals, churches and businesses which have established loan funds to help Gardner-Webb University students meet their financial obligations:

Loan Funds:

Charles Andrews Foreign Language Loan Fund; Deck W. Andrews Loan Fund for Business Majors; The Dewitt and Alma B. Anthony Student Loan Fund; Board of Associates Loan Fund; C.B. Baker Loan Fund; Branch Banking and Trust Loan Fund; Cove Creek Baptist Church Loan Fund; Beaver Dam Baptist Church Fund; Boiling Springs Baptist Church Loan Fund; J. Herbert Bridges Loan Fund; W.B. and Louise P. Camp Fund; Beuna B. Carpenter Floral Loan Fund; Mr. and Mrs. Thomas Ray Causby Loan Fund; Cleveland County Medical Society Student Loan Fund; R.I. Corbett Ministerial Loan Fund; Melba Currie Student Loan Fund; A.V. Dedmon Memorial Loan Fund; Hubert C. Dixon Mathematics Loan Fund; Elizabeth Extension Homemakers Club Loan Fund; P.L. Elliott Memorial Loan Fund; Mr. and Mrs. Eugene Elmore Loan Fund; Gastonia Altrusa Loan Fund; Hattie Nix Gilliatt Memorial Loan Fund; Mr. and Mrs. Coleman Goforth Loan

Fund; Mary Harwell Groves Loan Fund; Gold Loan Fund; Mary Sue Anthony Hamrick Nursing Loan Fund; Dr. C.H. Harrill Loan Fund; Asbury Carr and Jane Gardner Harrelson Loan Fund; Hendrix Batting Company Loan Fund; Marion Hinson Loan Fund; J.D. Huggins Memorial Loan Fund; Joseph Henry Jones Memorial Loan Fund; G.W. and N.B. Kendrick Loan Fund; Ada Harris Knowles Loan Fund; L&R Oil Company Loan Fund; Jimmy Ray Lail Memorial Loan Fund; John Maclaren Lawrence Memorial Loan Fund; Logan Loan Fund; Wilma L. McCurdy Memorial Fund; David Pressley Memorial Loan Fund; Printing and Packaging Loan Fund; Roberts Loan Fund; Schenck Loan Fund; Florence Scism Loan Fund; Shelby Kiwanis Club Loan Fund; Shelby Lions Club Loan Fund; Shelby Rotary Club Loan Fund; Mr. and Mrs. T.M. Stanback Loan Fund; Rush Stroup Loan Fund; Tom and Clara Lee Withrow Loan Fund for Nursing Students; Tom Withrow Foundation Loan Fund.

University Work Program

Gardner-Webb University provides part-time campus employment to a limited number of students who wish to earn a portion of their college expenses by working. Students interested in securing campus employment should submit the FAFSA. Part-time campus employment for students is available in the cafeteria, residence halls, laboratories, library and departmental offices.

Federal Assistance Programs

Any student enrolled or accepted for enrollment in an eligible program at Gardner-Webb University may receive assistance under the Title IV Programs if he/she:

- (1) is a citizen or permanent resident of the United States;
- (2) has met the Selective Service Requirement;
- (3) is maintaining satisfactory progress according to established standards;
- (4) does not owe a refund on a grant or is not in default on a loan received at Gardner-Webb or any other postsecondary institution;
- (5) completes the Free Application for Federal Student Aid (FAFSA).

Federal Pell Grant Program: Students may apply for a Pell Grant by completing the FAFSA. A three-part Student Aid Report will be forwarded to the student for submission to the Financial Planning Office. Grant amounts are determined by the Financial Planning Office from a payment schedule provided by the Department of Education.

Federal Supplemental Educational Opportunity Grant (SEOG): Grants are awarded to students with exceptional need with priority given to students receiving Pell Grants. Grants range from \$100 to \$4,000 per year.

Federal Work-Study Program: The University participates in the Federal Work-Study Program to provide jobs for students. Employment is arranged on campus or off campus with a public or non-profit agency, such as a hospital, library, or recreational facility. Students are paid the current minimum wage rate.

Federal Perkins Loans: First priority will be given to students with exceptional need. An undergraduate student may borrow up to a maximum of \$15,000 for undergraduate study. Students may borrow up to a maximum of \$30,000 for study toward a professional or graduate degree, including loans borrowed for undergraduate study. Repayment of principal and interest of five percent begins six months after the student ceases to be enrolled at least half-time. Interest accrues at the rate of five percent on the unpaid balance.

Federal Subsidized and Unsubsidized Stafford Loans: Loans may be made by banks, savings and loan associations and private non-profit agencies guaranteed by State Assistance Authorities. The loans are insured by the Federal Government. The government pays the interest on the subsidized loan while the student is in school. However, on the unsubsidized loan the student is responsible for paying or deferring the interest. Undergraduate students may borrow up to \$2,625 for the first year of study. Sophomores can borrow \$3,500 per year. Juniors and seniors may borrow up to \$5,500 per academic year. If you're an independent undergraduate, you can borrow up to 6,625, if you're a first-year student enrolled in a program of study that is a full academic year.* (At least \$4,000 of this amount must be in unsubsidized Stafford Loans.) \$7,500, if you've completed your first year of study, and the remainder of your program is a full academic year.* (At least \$4,000 of this amount must be in unsubsidized Stafford Loans.) \$10,500 a year, if you've completed two years of study, and the remainder of your program is at least one academic year.* (At least \$5,000 of this amount must be in unsubsidized Stafford Loans.) Payments of principal and interest begin six months after graduation or other separation from the University.

Federal PLUS Loan Program: Parents may borrow for dependent undergraduate students. The maximum amount a parent may borrow is the cost of education minus any estimated financial aid. The borrower (parent or guardian) must meet established credit criteria. These loans are not based on need. Applications are available in the Financial Planning Office.

State Assistance Programs

North Carolina Legislative Tuition Grants: The 1975 North Carolina General Assembly established a program of tuition grants available to North Carolina residents attending private colleges and universities located within the State. The dollar value of this award is subject to State funding and student enrollment.

North Carolina Contractual Scholarship Program: Awarded to North Carolina residents showing need on their need analysis form. Amounts awarded vary depending on need.

North Carolina Student Incentive Grant Program (NCSIG): Legal residents of North Carolina may apply for Student Incentive Grants to help pay their educational expenses. Students must demonstrate substantial financial need as determined through an approved need analysis form. Awards range from \$200 to \$1500 per year depending on financial need.

North Carolina Prospective Teachers Scholarship-Loans: The State of North Carolina makes a limited number of awards to North Carolina students planning to enter the public school system of the State. The award is \$2000 per year and is a scholarship if the recipient teaches in North Carolina public schools. The deadline for submitting the application is March 1.

North Carolina Vocational Rehabilitation Program: The State of North Carolina provides financial assistance for residents who have permanent handicaps. Information concerning such aid is available through the Director of Vocational Rehabilitation, State Department of Public Instruction, Raleigh, North Carolina 27600.

Nurse Education Scholarship Loan Program (NESLP): Established by the 1989 NC General Assembly to assist students enrolled in a nurse education program leading to a certificate or degree that enables the holder to sit for licensure in North Carolina as a Licensed Practical Nurse or a Registered Nurse. Awards are based on financial need.

The North Carolina Nurse Scholars Program (NSP): Established by the NC General Assembly in 1989 to provide college scholarships for outstanding high school graduates interested in becoming a registered nurse. The program also makes awards for licensed RNs who return to school to earn the baccalaureate degree. An applicant must be admitted to the nurse education program prior to being awarded the Nurse Scholarship. Application forms are made available to eligible students after February 1.

The Paul Douglas Teacher Scholarship Program (PDTs): Established by Congress in 1985 to provide college scholarships for outstanding high school graduates to encourage and enable them to pursue teaching careers at the preschool, elementary, or secondary level. The Paul Douglas Teacher Scholarship may be received for a maximum of four academic years subject to Congressional appropriations. Applications may be obtained in January. The application deadline is April 15.

Private Assistance Programs

Wilma L. McCurdy Memorial Scholarship Foundation: Administered by First Union National Bank, This fund provides scholarships based upon character, academic standing, and financial need. Preference is given to students from Stanly County, North Carolina.

James G.K. McClure Educational and Development Fund Scholarships: Founded in 1927, this fund named in memory of James G.K. McClure, provides scholarships to students from Western North Carolina who demonstrate academic promise and financial need. Scholarships are provided to entering freshman and to health career majors.

Nido Qubein & Associates, Inc.: High Point area students attending any private North Carolina college and planning a career in youth-related work may qualify for a scholarship. The amounts are flexible and are awarded on the basis of need and academic achievement. Interested students should write to the Scholarship Committee, Nido Qubein and Associates, Inc., PO Box 5367, High Point, North Carolina 27262. Applications must be received no later than April 15.

Lettie Pate Whitehead Foundation: Provides scholarships for women from either of the following states: Georgia, North Carolina, South Carolina, Virginia, Louisiana, Mississippi, Alabama, Tennessee, and Florida. Scholarships are based on need and are awarded to students majoring in Nursing and are also available to students who are hearing or visually impaired.

Academic Regulations

Degree Requirements

Degrees and Major Fields

Gardner-Webb University offers the following degrees and major fields of study:

Master's Programs

Master of Arts (M.A.); Master of Divinity (M.Div.); Master of Business Administration (M.B.A.).

Areas are: Agency Counseling, Business, Divinity, Elementary Education, English Education, Physical Education, School Counseling and School Administration.

See the graduate catalogs for programs and degree requirements.

Bachelor of Arts (B.A.)

American Sign Language	Religious Studies
Communication Studies	Religion
English	Education Studies
English-Teacher Licensure	Sacred Music
French	Social Sciences
French-Teacher Licensure	Social Sciences-Teacher Licensure
History	Sociology
Music	Spanish
Music Education	Spanish-Teacher Licensure

Bachelor of Science (B.S.)

Accounting	Health Education-Teacher Licensure (K-12)
Administrative Management	International Business
Athletic Training	Management Information Systems
Biology	Mathematics
Biology-Teacher Licensure	Mathematics-Teacher Licensure
Business Administration	Medical Technology
Chemistry	Physical Education
Chemistry-Teacher Licensure	Physical Education-Teacher Licensure (K-12)
Computer Science / Mathematics	Physician Assistant
Elementary Studies (K-6)	Psychology
Health Education	

Bachelor of Science (B.S.)

Dual-Degree Programs in Engineering with UNCC and Auburn Universities.

Bachelor of Science in Nursing (B.S.N.)

Main campus and Statesville campus BSN Program (See Special Studies Bulletin)

Associate in Arts (A.A.)

Nursing

Bachelor's Degree Requirements

Gardner-Webb University offers an academic program consisting of a minimum of 128 semester hours of credit for the bachelor's degree. The degree consists of a major field of concentration in the liberal arts or in a professional or preprofessional area, minor(s), a general studies program, and elective courses. Most of the programs also require a minor field of concentration. To earn a baccalaureate degree the student completes the academic program below:

Completion of General Studies as follows:

Basic Course Requirements

Semester Hours Required

I. Communication

Communication is the effective, systematic presentation and understanding of information, ideas, and feelings. Communication encompasses listening and interpretation and involves oral, written, and visual media.

Gardner-Webb graduates will be able to communicate effectively

English 101 and 102.....6

Foreign Language:.....6

Six semester hours required.

Entry level determined by testing. (Please read explanatory Note 1 at end.)

Choose from those courses listed below:

French 101, 102, 201, 202, 211, 212

Spanish 101, 102, 201, 202, 211, 212

Greek 101, 102, 201, 202

Sign Language 101, 102, 103

Choose one from those courses listed below:.....2-6

Communication 250, Business Administration 325,

Communication 280, Theatre Arts 240 (Acting I), Education 450,

Religion 354, or two semesters of active participation in

Communication 290 (Debate)

II. Critical Thinking

Liberal education must be able to go beyond facts. They must be able to use facts to analyze situations and reach conclusions, use reasoning processes, understand the meaning of words, state appropriate hypotheses, reason mathematically and learn to question opinions.

Gardner-Webb graduates will be able to evaluate facts and ideas critically and to reach conclusions in a logical and consistent manner.

Choose two courses from the following:

Math 101, or Philosophy 201 plus one more of the following:

Math 105, 110, 115, 219, 221,	6
Computer literacy requirement (see Note 2 at end)	

III. The Natural World

The study of the natural world is a pursuit of knowledge and understanding of the planetary environment using observation and investigation.

Gardner-Webb graduates will understand the fundamental concepts of the physical and biological sciences, and consequently will understand and appreciate humanity's role in nature and its obligation as a steward of the natural world.

Select one of the following:

Biology 103 or 104	4
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Select one of the following:

Chemistry 103, 111	4
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Geology 101, 102, 105

Physics 103, 104, 201, 203

IV. Personal Development

Personal development is the continuous effort of the individual to reach his or her fullest potential spiritually, mentally, emotionally, socially, and physically.

Gardner-Webb graduates will be able to select and demonstrate skills necessary for physical well-being, emotional stability, coping, conflict-resolution, decision-making, and tolerance.

Contemporary College Experience	1
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Health 221 or Psychology 280	3
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Physical Education

One course from the following:	1
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Physical Education 101, 102, 103, 104

One course from the following:	1
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Physical Education 200, 201, 202, 203, 204, 205, 206, 207, 208, 209

V. Civilization

The study of civilization challenges students to examine the foundations of human society which includes the entire realm of human experience.

Gardner-Webb graduates will understand the development of society and the individual's role and moral responsibility, thus engendering good citizenship, self-discovery and understanding of the contemporary world.

History 101 and 102	6
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Social Science 205	3
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VI. Aesthetics

Aesthetics is the area of learning which explores the meaning and awareness of truth and beauty and contributes to the awakening of the senses to both the created natural order and human accomplishment. Aesthetics is expressed in the natural world and communicated through practical and historical aspects of the fine arts—visual arts, performing arts, and environmental arts—as well as in various forms of literary expression.

Gardner-Webb graduates will have an awareness and understanding of the various fine arts and how they are created and expressed.

Art 225 or Music 225 (Music 226 Music Majors only)	3
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Literature

Select one of the following:

English 211, 212, 231, 232, 251	3
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VII. Christianity

A liberal education must give attention to the universal religious dimensions of culture and life. Gardner-Webb University is committed to Christianity and feels that studying its Biblical bases and current implications is an essential part of our liberal arts approach. Gardner-Webb graduates will be equipped for life-long reading of the Bible, for confronting and intelligently dealing with great issues and ideas, and for adopting appropriate life-long habits of study, reflection and action.

Religion 101 and 102.....6

VIII. Dimensions

Students are required to attend the Dimensions Program (formerly called Convocation) each semester of full-time enrollment, for a maximum of six semesters of credit. (See Note 3)3

Notes

- (1) The following guidelines apply to the foreign language requirement:
 - (a) Students must complete 6 semester hours of one foreign language, selected either from those offered by Gardner-Webb or any foreign language courses transferred from an accredited institution of higher learning. American Sign Language will be deemed a foreign language for purposes of this requirement.
 - (b) International students whose native language is a language other than English will not be required to complete additional courses in a foreign language other than English.
 - (c) Students may receive advanced placement in French or Spanish. Students receiving such credits will complete their six semester hour foreign language requirement at the intermediate level or higher.
Students who place into the intermediate level of a particular language (201 or 211) will receive six semester hours of elective credit if they complete 201-202 (or 211) with grades of C or higher.
 - (d) Deaf students who are certified by the appropriate Gardner-Webb faculty to be fluent in American Sign Language will not be required to take additional foreign language courses.
- (2) Computer literacy is a graduation requirement which may be met in one of three ways: by completing Gardner-Webb's Core Curriculum (both English courses and both mathematics courses); by completing a course, or courses, with a computer component, (MGIS 241, 251; CSCI 160, PSYC 396) or by making a passing score on a special test for computer literacy administered by the University.
- (3) Each student is required to enroll for a DIMENSIONS course each semester of full-time enrollment at Gardner-Webb or until a minimum of three semester hours of credit (six semesters) has been earned. Students who meet requirements earn 1/2 semester hour of credit each term. Part-time students must earn 1/2 semester hour of credit for every 15 hours of credit earned at Gardner-Webb or until a minimum of three semester hours of credit (six semesters) has been earned.* (The required DIMENSIONS courses are numbered 111-116; elective

DIMENSIONS courses are numbered 117-118.) Students receiving an F in DIMENSIONS must repeat the course the following semester. Failure to receive a passing grade during the semester that the course is repeated will result in the student being placed on DIMENSIONS probation and will remain on probation until the DIMENSIONS requirement has been fulfilled. Students who fail DIMENSIONS three semesters will be suspended from the University. In order to be reinstated, the student must register for and satisfactorily complete a DIMENSIONS experience during the summer term.

- (4) The last academic year (32 semester hours or more) must be taken at Gardner-Webb.
- (5) Participation in commencement exercise is required. If a student is unable to participate in the Graduation Ceremony upon completion of degree requirements, the student must attend the next commencement exercise.
- (6) Students must demonstrate competence in English, reading and mathematics prior to beginning General Studies courses in those areas.
- (7) A minimum grade point average of 2.00 on a 4.00 scale based on the University grading system is required for graduation, both on all work transferred and on that work attempted at Gardner-Webb.
- (8) The student must have a minimum grade of "C" on each course counted toward the major. A transfer student must complete at least one half of the major at Gardner-Webb.
- (9) The student must have an overall 2.00 average on all work counted toward any minor. A transfer student must complete at least nine hours of the required minor at Gardner-Webb.
- (10) The student transferring from a two-year college is required to complete a minimum of 64 semester hours of subsequent study in senior colleges or universities.
- (11) The student is responsible for making official application for graduation to the Registrar no later than the end of pre-registration during the regular semester immediately prior to the final semester of study. For students completing requirements for graduation in December, the application for graduation must be submitted to the Registrar no later than July 15, 1996. For students participating in the Spring Commencement Exercises, the application for graduation must be submitted to the Registrar no later than November 15, 1996. For students participating in the Summer Commencement Exercises, the application for graduation must be submitted to the Registrar no later than March 30, 1997. A late charge will be assessed for applications for graduation submitted after these dates. The absolute deadline for application for graduation with payment of late fee is as follows: Fall '96, September 1, 1996; Spring '97, January 15, 1997; and Summer '97, May 29, 1997.

Student Responsibility

The student bears the final responsibility for the selection of a program of study and adherence to all published regulations and requirements of the University, including the preceding requirements for graduation.

Associate Degree Requirements

Gardner-Webb University offers an associate degree program in Nursing which requires a minimum of 72 semester hours for graduation. One semester hour of DIMENSIONS for Nursing majors is required. No student may graduate with an associate degree with less than 64 semester hours, inclusive of specified DIMENSIONS credit.

The student is required to take the final 24 semester hours at Gardner-Webb.

The student must have a minimum grade of "C" on each course required in the major field. In Nursing, the student must have a minimum grade of "C" on each nursing course and each science course.

A minimum grade point average of 2.00 on a 4.00 scale is required for graduation, both on all work attempted and on that work attempted at Gardner-Webb.

The student is required to participate in commencement exercises.

The student is responsible for applying officially to the Registrar for graduation. Application deadlines are as follows: July 15, 1996 (for completion of requirements in December, 1996) November 15, 1996 (for spring graduation) and March 30, 1997 (for summer graduation).

The student bears the final responsibility for fulfilling all the requirements for the chosen degree program. It is the student's responsibility to be familiar with the preceding requirements for graduation.

The Major

Each candidate for a baccalaureate degree must choose a major field of concentration. This selection should be made before entering the junior year. However, students in music, natural sciences, nursing and education should begin their major in their freshman year. Requirements for each major are listed with the courses of instruction. Each student must complete two writing level II courses beyond the core, one of which must be in the discipline of the major fields of study.

Registration of the intention to major with a particular department is required. A request is submitted to the chair of the department. The academic advising of all declared majors within a department is the responsibility of the chair. This responsibility may be delegated to any faculty member within that department for that period of time which best serves the interest of the student.

A student may elect to complete more than one major. To do this the student meets the requirements of a primary major plus 30 semester hours in a secondary field as approved by the departmental chair of the secondary major. No course may be counted in both majors. A student graduating with a double major receives only one degree, that of the primary major. However, the transcript denotes both primary and secondary majors. A transfer student must complete at least one half of the major(s) at Gardner-Webb.

The Minor

A student may choose any minor offered by the University unless the department of the major field of study specifies a specific minor. A minimum of nine

hours of the minor must be taken from Gardner-Webb University. Requirements for this minor may be fulfilled by satisfactory completion of an interdisciplinary minor of eighteen hours with at least nine hours in one discipline, selected by the student or recommended by the major department. Advisement regarding minor requirements will be the responsibility of the department of the student's major. Consultation with the chair of the minor is encouraged. Any deviation from catalog course requirements of a minor must be approved in advance by the chairs of the major department and the minor department and filed with the Registrar.

The minor field generally consists of a minimum of 15 semester hours. A transfer student must complete at least nine hours of the minor at Gardner-Webb University. Requirements for each minor field are listed with the courses of instruction. The following minor fields are available:

Art	History
Biblical Languages and Literature	International Business
Biblical Studies	Management
Biology	Management Information Systems
Business Administration	Marketing
Chemistry	Mathematics
Christian History and Thought	Music
Classical Languages	Philosophy
Coaching	Physical Education
Communication Studies	Physical Science
Computer Science	Political Science
Criminal Justice	Professional Education
Economics	Psychology
English	Religious Studies
Foreign Languages	Sign Language Studies
French	Social Sciences
General Science	Sociology
Health Education	Spanish
Health Science	Theater Arts

Learning Assistance Program Basic Skills Courses

As part of the Learning Assistance Program, basic skills courses in writing (English 100), reading (Reading 100), and mathematics (Math 099 and Math 100) will be required of all students who enter Gardner-Webb with background deficiencies in any or all of these areas. Students placed in these courses may be advised to take a reduced, selected course load. These courses are taken in addition to the Basic Course Requirements; however, elective college credit may be earned for the successful completion of three of the four basic skills courses (English 100, Reading 100, and Math 100). Any Learning Assistance Program basic skills course for which a student receives a D or F must be repeated prior to proceeding to the regular core courses in that discipline.

Students with unsatisfactory performance in the Learning Assistance Program will be subject to academic dismissal from Gardner-Webb University. Students fail-

ing one or more LAP courses due to excessive absences will be placed on academic suspension.

Contemporary College Experience

Contemporary College Experience is a comprehensive course designed to help students develop an effective balance of academic achievement and personal growth which will contribute to their success. Topics include goal setting, study skills, time management, exam preparation, and wellness.

DIMENSIONS

DIMENSIONS is series of programs offered for credit each fall and spring semester on a pass/fail basis. DIMENSIONS supports the purpose of Gardner-Webb University, which includes a commitment to the Christian faith, the pursuit of intellectual and cultural enrichment and the fostering of a sense of community. Consequently, the three primary objectives of the DIMENSIONS program are:

- (1) To provide opportunities for spiritual growth through worship experiences and programs of a religious nature, all in the context of Gardner-Webb University's strong commitment to the Christian faith.
- (2) To enhance the academic program of the University by providing opportunities for intellectual and cultural enrichment, to include programs of an academic nature as well as dramatic, musical and other cultural events.
- (3) To promote a sense of community by regularly bringing together students, faculty, staff and friends of the University. While all DIMENSIONS events help to achieve this objective, the Fall University Convocation at the beginning of the academic year and the annual academic Awards Day in the Spring are examples of bringing the University family together for highly meaningful events.

Students who meet requirements earn 1/2 semester hour credit each term. Each student is required to enroll for DIMENSIONS courses each semester of full-time enrollment at Gardner-Webb until a minimum of three semester hours has been earned. Part-time students must earn 1/2 semester hour of credit for every 15 hours of credit earned at Gardner-Webb or until a minimum of three semester hours of credit (six semesters) has been earned. Students receiving an "F" on DIMENSIONS are required to repeat the course the following semester. Students who fail a second time will be placed on DIMENSIONS probation and will remain on probation until the DIMENSIONS requirement has been fulfilled. Three grades of "F" on DIMENSIONS will result in suspension from the University.

Any exemption from DIMENSIONS is determined by the Dean of Academic Affairs.

General Academic Regulations

Registration and Courses

Classification

Classifications are made at the beginning of the academic year in August or at the time of the student's enrollment.

A sophomore must have removed all entrance conditions and have completed 30 semester hours of work toward a degree.

A junior must have completed 60 semester hours, and a senior, 90 semester hours.

Special students include all persons enrolled at the University who are not seeking a degree.

Course Load

The unit of credit at Gardner-Webb University is the semester hour. A student is considered full-time if enrolled for 12 semester hours or more. The normal load is 16 semester hours, and any student in good standing may enroll for as many as 18 semester hours.

No boarding student may be enrolled for less than 12 semester hours at any time during a semester unless given prior permission by the Office of Residence Life.

The normal load for each term of summer school is 6 semester hours or a 4-semester-hour laboratory course plus one three-semester hour course.

Course Registration

Students are expected to register for themselves at the designated days in August and January. Registration information is made available to all students. Registration includes academic advising, selection of courses and payment of fees. Before preregistration or registration, each student should consult with his or her academic adviser on course selection, General Studies requirements, major requirements and other degree requirements. However, it is the responsibility of the student, not the academic adviser, to ensure that all University graduation requirements are met. A student will not receive credit for any course for which registration has not been completed.

Unless the student and his adviser consider it essential, a student should not change the schedule after registration.

Auditing Courses

Any Gardner-Webb University student may audit a course for a nominal charge. An Audit form must be completed and filed with the Registrar's Office prior to the end of the Drop/Add period (first week of classes).

Area residents not desiring credit may audit a course for a nominal charge provided an application is filed with the Admissions Office and approval of the Academic Dean is received.

Changes in Class and Schedule

The University reserves the right to cancel or discontinue any course because of insufficient enrollment or for other reasons deemed necessary. In order to assure quality instruction, the University reserves the right to close registration when the maximum enrollment has been reached. The University reserves the right to make changes in schedule and/or faculty when necessary.

Adding and Dropping Courses

The student's schedule may be adjusted by adding and dropping courses with the approval of the academic adviser and the Registrar within one week from the beginning of the semester. A fee will be charged for any change following the student's initial registration unless required by the University.

When a student officially withdraws from a course a grade of "W" (withdrew) is recorded during the first four weeks of the fall and spring semesters, or during the first week of a summer term. After this period a "WP" (withdrew passing) or "WF" (withdrew failing) is assigned by the professor based upon an assessment of the student's work to date in the course. No hours attempted are recorded for "W" and "WP" grades.

The last day for withdrawing from an individual course is four weeks after the mid-term grade report period or a date not to exceed 75% of the course. After this time the only courses which will be dropped are those which a student drops when withdrawing from school.

Independent Study

The term "independent study" is reserved for those courses specifically designed as guided reading and/or student-initiated research courses that include a written project/paper which shall become part of the holdings of the Dover Library at the conclusion of the course.

Independent study is open to students with junior and senior standing and requires the approval of the professor offering the study, the student's major department, and the concurrence of the Academic Dean. The proposal must be submitted and approved by the end of the semester preceding the study. No more than six hours credit in independent study may be applied toward graduation requirements.

Course by Arrangement

A course by arrangement is restricted to a catalog course which is not offered by the University during a given semester or cannot be scheduled by the student. The course might be offered to the student on a one-to-one basis. The option is limited to instances of extenuating circumstances. Approval of the professor, department chair, and Academic Dean is required.

Overload

A student whose cumulative grade point average is less than 2.00 may not register for more than 18 hours in the fall/spring terms and not more than 6 hours in each summer term.

Repeat Courses

Only courses with a grade of "D," "F," or "WF" may be repeated. A student may repeat up to six courses in which a "D," "F," or "WF" is made to improve grades for GPA purposes. Beginning with the seventh, all repeat attempts will be counted in the GPA. Multiple repeats of the same course would count toward the six allowed. In the repeat of the first six courses, only the higher grade is counted in computing the Gardner-Webb overall grade point average, although the lower grade remains on the official transcript.

Attendance

Class Attendance

Regular class attendance is an important student obligation. Students are responsible for all course work conducted in class meetings. Students are required by University policy to attend a minimum of 75% of the scheduled class meetings. Failure to do so will result in loss of credit for the course. Furthermore, it is the prerogative of the professor to set a more stringent class attendance policy. During the first week of the semester the professor will clearly state, in writing, the attendance policy which will govern the class. Students are responsible for knowing the number of absences that they accumulate.

Absence from class does not excuse the student from responsibility for class work. Planned class absences for foreseeable personal circumstances or official University business must be negotiated with the professor prior to the absence.

Absence From Tests and Examinations

Students who miss scheduled tests and examinations without excusable reasons may not make up such assignments. Authorization to make up tests missed for excusable reasons is obtained from the professor of the class.

A student who does not take the final examination at the scheduled time will receive a failing grade in that subject unless excused by the instructor. If the student is excused, the grade will be recorded as Incomplete.

Grades and Reports

Grading System and Quality Points

Graduation is dependent upon quality as well as upon quantity of work done.

A student earns quality points as well as semester hours if the level of performance does not fall below that of "D."

Letter grades are used. They are interpreted in the table below, with the quality points for each hour of credit shown at the right.

<u>Grades</u>	<u>Hours Attempted Per Credit Hour</u>	<u>Quality Points Per Credit Hour</u>
A—Exceptional	1	4
B—Outstanding	1	3
C—Satisfactory	1	2
D—Marginal	1	1

F—Failing	1	0
P—Passing	0	0
I—Incomplete	1	0
W—Withdrew without penalty	0	0
WP—Withdrew passing	0	0
WF—Withdrew failing	1	0
TR—Transfer Credit	Hours Credit Only	Hours Credit Only
CR—Credit	Hours Credit Only	Hours Credit Only
AU—Auditor	0	0
Repeated—Repeated Course	0	0
#—Higher Attempt		
Multiplied by Quality Points	1	Computed According to Grade for Final Grade

An I is assigned where course work is not complete because of circumstances beyond the control of the student. The student has until the mid-term grade report of the next semester to complete the course work and remove the I; otherwise an F will be automatically assigned by the Registrar's Office.

A W will be assigned when a student withdraws from a course during the first four weeks of the semester. After the first four weeks of the semester, a WF or WP is assigned by the professor based upon the professor's assessment of the student's work to date in the course.

The last date for withdrawing from an individual course will be four weeks after the mid-term grade report period or a date not to exceed 75% of the course (including summer school). After this time the only courses which will be dropped are those which a student drops when withdrawing from school.

Once a grade has been submitted to the Registrar, it will not be changed except in the event of a clerical error or an error in calculation, or as a result of the appeal process described below.

A student who has a question about a grade should consult the instructor as soon as possible. A student who believes a grade to be unfair may appeal to the instructor, the department chair, the Academic Dean and the Educational Policies and Standards Committee, in that order. The last date to initiate a grade appeal is the end of the following semester.

Under no circumstances will a grade be changed, after having been reported to the Registrar, without the approval of the Academic Dean.

Grade Point Average

The student's general academic performance is indicated by a Grade Point Average. This figure is determined by dividing attempted semester hours into earned quality points. Three Grade Point Averages are significant for each student: the semester GPA; the GPA for work taken at Gardner-Webb; and the overall GPA, which includes any work taken at other institutions as well as the student's work at Gardner-Webb. The Overall GPA is calculated manually for University-related agencies, Alpha Chi adviser, and departments requiring the overall GPA and includes all work attempted at previous colleges.

Grade Reports

Each student receives a course grade at the end of the semester. Final and mid-term grade reports will be mailed to undergraduates and their parents (at the student's permanent address), unless the student informs the Registrar's Office in writing that he or she is not a legal dependent of his or her parents and by submitting a copy of the parents' most recent income tax return to the financial aid office. Mid-term grades are submitted for freshmen and for students making D's or F's. However, mid-semester grades serve as progress reports and are not entered on students' permanent records.

Honors and Awards

Semester Honors

Two lists of honor students are posted each semester:

- (1) Dean's List—Students enrolled for a minimum of 12 hours and fewer than 15 must have a 4.0 Grade Point Average, and students taking 15 hours or more must have a 3.7 or better with no grade below C.
- (2) Honor Roll—Students enrolled for a minimum of 12 hours and fewer than 15 must have a 3.5 Grade Point Average with no grade below C, and students taking 15 or more hours must have a 3.2 but less than a 3.7 with no grade below C.

Annual Awards

Annual awards are made to outstanding students in each subject field, and the student with the highest academic record in each of the four classes receives an award. Senior awards are made at the Spring Commencement. Other class awards are made at Fall Convocation.

The Most Outstanding Male Graduate Award is endowed by Dr. John Roberts of Greenville, SC. Dr. Roberts received the award when he graduated from Gardner-Webb in 1949. The award perpetuates the memory of Professor J. D. Huggins, the first principal of the Boiling Springs High School. The award recognizes scholarship and participation in University activities.

The Most Outstanding Female Graduate Award is provided by Mrs. Bonnie R. Price in memory of Miss Etta L. Curtis. The award recognizes scholarship and participation in University activities.

The winners of these awards are selected by the faculty.

Graduation Honors

To be considered for baccalaureate honors a graduating student must complete a minimum of 64 hours at Gardner-Webb University and his or her GPA for that work taken here must merit honors. Those in the upper 12% of the graduating class will receive honors. One-sixth of those so designated will graduate summa cum laude; one-third will graduate magna cum laude; and one-half will graduate cum laude. This Standard will be applied to graduates in each of the following categories: Arts/Sciences, Elementary Education/Physical Education, Day Business, GOAL Arts/Sciences, and GOAL Business. This provision will apply to the Spring 1994 graduating class and all subsequent classes.

Associate degree students whose GPAs are 3.2 or more are designated as Honor Students.

Honors Program

Gardner-Webb University provides a comprehensive Honors Program to nurture academically qualified students in all majors. Emphasis is placed on Honors classes, leadership through their academic and co-curricular accomplishments, preparation for graduate school, and special activities. Students who participate in the Honors Program, complete a minimum of 24 semester hours of Honor's courses, and receive the recommendation of the Honors faculty, will receive "Honors Program" recognition during commencement exercises.

Student Access to Educational Records

Gardner-Webb University complies with the Family Educational Rights and Privacy Act of 1974. This Act is designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with The Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failures by the institution to comply with the Act.

Institutional policy explains in detail the procedures to be used by the institution for compliance with the provisions of the Act. Copies of the policy can be found in the Office of the Registrar. That office also maintains a Directory of Records which lists all student educational records maintained by this institution. Information known as Directory Information will be published unless the student specifically requests the Registrar's Office withhold this information. Directory Information is defined as the following: student name, local and permanent addresses, telephone numbers, date of birth, major(s), dates of attendance, previous educational institutions attended, and degree and awards received.

Questions concerning the Family Educational Rights and Privacy Act may be referred to the Office of the Registrar.

Transcripts of Student Records

Requests for copies of a student's record should be made to the Office of the Registrar. All transcripts will reflect the student's complete academic record. No transcripts will be issued without the written authorization of the student. No transcript will be issued for a student who has a financial obligation to the University.

Work at Other Institutions

Students who plan to take courses at other institutions during a regular term or summer session must have the prior written permission of the Registrar. The consent of the chair of the department in which the student is majoring is also required. The Registrar will give such permission for work only in fully accredited institutions. Credit is allowed only for courses of college level which also are allowed toward graduation by the institution conducting the summer school. Correspondence courses, taken as a transient student, will not be approved for

transfer. After completion of such courses, the student requests that an official transcript be sent to the Registrar, Gardner-Webb University.

The University is not obligated to accept credit for any course when prior permission has not been granted. Study at another institution cannot be used to improve a student's academic standing. The University is not obligated to transfer credits of students who are not in good academic standing. Credit may be transferred only for courses on which the student has earned a C or better. A course on which a student made a D, except a course counted in the major, may be used to satisfy a course requirement but carries no hours credit. The student must meet graduation requirements for the total number of hours required.

Academic Appeals

A student who has a question about an academic decision should consult the University official responsible for the decision. If the matter is not resolved to the student's satisfaction, the student may appeal to the Academic Dean and the Educational Policies and Standards Committee (EPSC), in that order.

The student must make all appeals in writing on his/her own behalf no more than eighteen months after the date of the decision being appealed. Within the appeal document the student should include his/her local or permanent address and a current phone number where he or she may be reached.

Appeals should not be made on behalf of the student by another party (faculty or official of the institution). Appeals proffered by anyone other than the student whose program is in question will be dismissed. Supporting documentation submitted by a member of the faculty or administration to augment or clarify the student's appeal is welcome and will be given full consideration by the EPSC.

For the policy concerning the appeal of a grade, see the section entitled "Grades and Reports."

Academic Standards and Withdrawal

Retaining Membership in the Student Body

Students once admitted to the University, who meet all requirements for continuing in school, are considered members of the student body. However, it is the policy of the University to require each registered student to reaffirm annually the desire and intention to retain membership in the student body.

Completing or updating a Housing or Commuter Contract is required during the Spring Semester. Advance deposits are required each semester as indicated in the financial section.

Retention Standards

Standards for acceptable academic progress at Gardner-Webb University are set to assist students in assessing the quality of their performance. Academic probation and suspension are used to alert students to potentially serious academic difficulty in their progress toward degrees.

Students are placed on academic probation as a warning that their level of academic achievement is falling below the level expected of students in their class. If

their academic achievement should not improve, they are in danger of being suspended from the University.

Students will be placed on probation whose cumulative grade point average falls below these minimum standards:

Freshmen 0 to 29 hours	1.5
Sophomores 30 to 59 hours	1.7
Juniors 60 to 89 hours	1.9
Seniors 90 hours and above	2.0

A student placed on academic probation remains on probation for the entire semester. The student will register for no more than 15 credit hours during any semester while on probation.

In order to be removed from academic probation, the student must bring the cumulative average up to the appropriate minimum standard. If the student fails to bring the cumulative average to a satisfactory level during the probation semester but the semester's average is at or above the minimum required, probation will be continued for another semester.

If, at any time, while on academic probation the student's semester and cumulative average fall below the requirement, the student will be placed on academic suspension. The student will be suspended from the University for the next fall or spring semester. At the end of a one-semester suspension the student must submit a formal application for readmission. If granted, the student may register for classes and will be automatically placed on academic probation.

Should a second academic suspension occur, it will be for at least two semesters. After a two-semester suspension from the University, the student must submit a formal application for readmission. If granted, the student may register for classes and will be automatically placed on academic probation. If placed on suspension a third time, the student will be suspended for two semesters.

Readmission requires the approval of the Admissions and Financial Aid Committee. Students suspended from the University are not automatically reinstated upon reapplication. A student who wishes to appeal the denial of reinstatement may do so through the Admissions and Financial Aid Committee. A student who wishes to appeal being placed on academic probation or suspension may do so through the office of the Academic Dean.

All students enrolled in a minimum full-time course of study are eligible to represent the institution in all extra-curricular activities, unless prohibited for disciplinary reasons. Students on either academic or disciplinary suspension are not allowed to participate in dramatic, musical, athletic, or other practice sessions since they are not to represent the University or participate in the public performance of such events.

Summer study at Gardner-Webb University may be used to improve one's academic standing. For purposes of assessing the student's academic standing, the summer study will be treated as an extension of the spring semester. Students who are on academic probation or suspension may not use study at another institution to improve their Gardner-Webb academic standing.

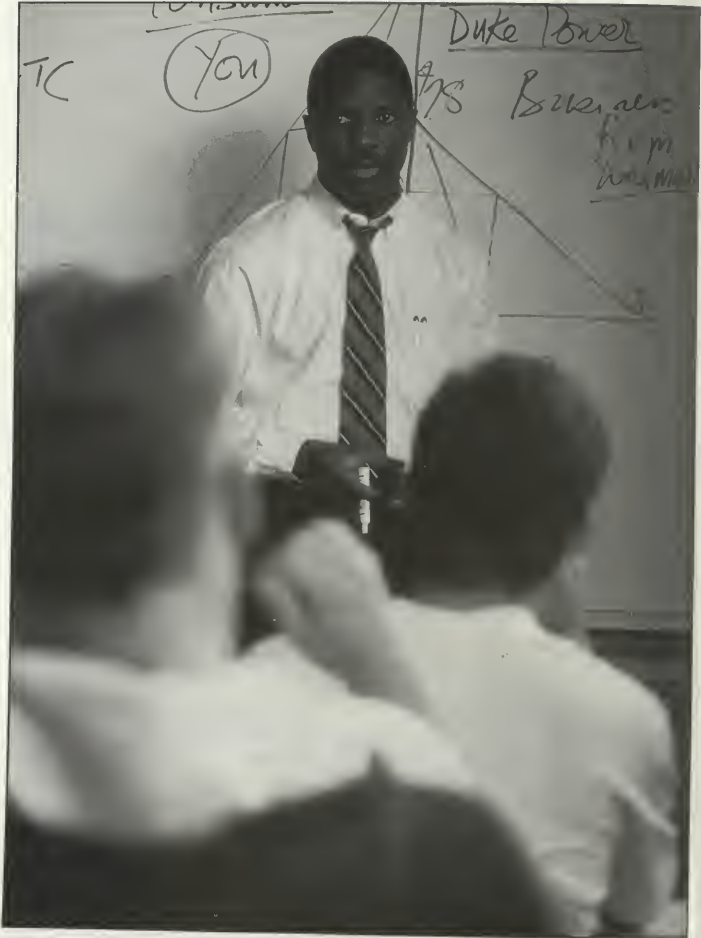
Withdrawal, Suspension and Expulsion

Voluntary termination of enrollment during the course of a semester or summer term is defined as withdrawal.

Dismissal from school for a specified period of time is suspension, and expulsion is dismissal for an unspecified period of time. The University reserves the right to suspend or expel any student or students when it believes that such action is in the best interest of the institution and/or the student(s). This action will take place only after careful consideration and consultation with the student or students in question and all other parties with information pertinent to the matter at hand.

Any student leaving school before the end of a term is required to secure a withdrawal form from the Registrar's Office, complete it in full, and return it to the Registrar's Office. Honorable withdrawal is granted only if these procedures are followed. Failure to complete this procedure will result in the recording of "F" grades on all work taken that term.





Courses of Instruction

The departments of instruction are organized alphabetically with the various academic disciplines listed with the appropriate department. The departments and disciplines are as follows:

Department or Program	Academic Disciplines
Broyhill School of Management	Accounting, Business Administration, Management, Management Information Systems, International Business, Economics
Communication Studies	Radio, Television Broadcasting, Theatre Art, Film, Photography
Education	Teacher Education
English Language and Literature	English, Journalism
Fine Arts	Music, Art,
Foreign Languages and Literature	French, Greek, Hebrew, Spanish, Interpreter Training
Health and Physical Education	Health, Physical Education, Athletic Training
Mathematical Sciences	Mathematics, Computer Science, Engineering
Natural Sciences	Astronomy, Biology, Chemistry, Geology, Physics
Nursing	Nursing (BSN and ADN)
Psychology	Psychology
Religious Studies and Philosophy	Religion, Religious Education, Philosophy
Social Sciences	Geography, History, Political Science, Sociology
Special Programs	Medical Technology, Physician Assistant

Courses numbered 100-199 are on the freshman level, 200-299 on the sophomore level and 300 and above on the junior-senior level.

After the description of each course three numbers will appear (e.g., 3-0-3). The first digit denotes hours per week in class; the second, required laboratory hours per week; and the third, semester hours credit.



Honors Program

Gardner-Webb University provides a comprehensive Honors Program to nurture academically qualified students in all majors. Emphasis is placed on Honors classes, leadership through academic and co-curricular accomplishments, preparation for graduate school, and university activities.

Statement of Purpose

The purpose of the Gardner-Webb University Honors Program is to nurture academically qualified students in all majors by providing a program of enriching learning experiences in courses taught by an Honors faculty. Honors students are inquisitive people, excited by the challenge of scholarship and comfortable in an environment that demands the acquisition of knowledge and the need to think critically about what they have learned. Regardless of their majors, Honors students are interdisciplinary in their approach -- able to synthesize their studies and learn from varied cultures and from each other. The Honors Program encourages the highest standards in its students who should exert leadership through their academic and co-curricular accomplishments.

Honors Program Curriculum

A student may be identified as an "Honors Program Graduate" after meeting graduation requirements in an academic department of the University and meeting the requirements of the Honors Program.

The Honors Program requires the completion of a minimum of twenty-four hours of course work designated as "Honors." A minimum of fifteen hours of course work should be completed in the first two years of study. Honors courses in the first two years may be selected from Honors sections of core curriculum offerings, special courses which are offered on an occasional basis for Honors students, or through "Honors Contracts" with faculty teaching regular sections of the college's overall curriculum.

All Honor students are expected to complete HONR 395, 400, and 401 in their junior or senior years. Honors Program students are expected to maintain a minimum 3.0 grade point average.

To receive "Honors Program" recognition during commencement exercises, a student must meet the following requirements:

- Maintain at least a 3.0 GPA;
- Successfully complete a minimum of 24 hours in Honors courses including HONR 395, 400, 401;
- Initiate, prepare, present and defend a senior HONORS thesis of at least 40 pages in length;
- Complete a minimum of 80 hours of community service which contributes to the welfare of the community; and
- Receive the recommendation of the Honors Committee.

Description of Courses

- 395. HONORS SEMINAR 3 semester hours**
Interdisciplinary advanced study that encourages critical thinking as students explore specific topics. Topics vary from year to year, but recent topics have included: Man and the Environment; Movers and Shakers of the Modern World; Spirituality in the United States; and War, Peace, and Culture. Open to Junior Honors students. Other Honors students may enroll with the permission of the Honors Committee. 3-0-3 S.
- 400. HONORS RESEARCH 3 semester hours**
This is the first of a two semester sequence of courses designed to culminate with the Honors student presenting and defending a Senior Honors Thesis. Each student will work with a mentor in his or her major area of study to develop a thesis statement, a bibliography, preliminary research, and a prospectus for the thesis. 0-Independent Study - 3. FS.
- 401. HONORS THESIS 3 semester hours**
Each student will finalize and prepare a Senior Honors Thesis under the guidance of a mentor in his or her major. The Thesis will be presented and defended by the student to all interested members of the academic community. Students are encouraged to present their thesis to the wider academic community at regional or national Honors meetings. 0-Independent Study-3. FS



The Broyhill School Of Management

Dean, School of Business: Professor Crawley
Director, Regular Program: Arlen Honts
Director, MBA Program: Russell Hardin
Director, GOAL Business Programs: Keith Griggs
Professors: Bottoms: Camp
Associate Professors: Carpenter: Negbenebor
Assistant Professor: Hartman
Instructor: Godfrey

The undergraduate Broyhill School of Management became Gardner-Webb University's first endowed school in 1981 with a gift from the Broyhill Foundation of Lenoir, North Carolina. The Broyhill School of Management provides professional training within the scope of a Christian, liberal arts college, building on the skills in learning and critical thinking that the liberal arts foster. The Broyhill School encourages the pursuit of knowledge and the mission of service for those who choose to serve in the world of business.

Goals and Objectives

The overall goals and objectives for the Broyhill School of Management are to prepare students for the business world who are:

- (1) able to adapt themselves in professional careers in business, government, and other areas of human endeavor where organizational, managerial, and analytic skills are vital for success,
- (2) able to learn new skills necessary for success in the workplace,
- (3) able to respond to change in a dynamic, global marketplace, and
- (4) able to become productive citizens within their respective communities.

The Broyhill School of Management attempts to meet the above goals and objectives by offering Bachelor of Science degrees with majors in Accounting, Business Administration, International Business, and Management Information Systems. Minors for business majors are offered in Economics/Finance, International Business, Management, Management Information Systems and Marketing. Minors for non-business majors are offered in Economics, Management, Management Information Systems, International Business, and Business Administration.

Goals and Objectives for Each Major Offered in the Broyhill School of Management

Goals and Objectives of the Accounting Major

Students will:

- (1) be prepared for employment in the accounting field or a related field.
- (2) be prepared to establish a set of accounts for a business.

Goals and Objectives of the Business Administration Major

Students will:

- (1) be able to understand basic concepts of human relations management, marketing, organizational behavior, and production/operations management necessary to manage a modern business or non-profit organization.
- (2) be prepared to adapt to the local business community and to participate in markets in a global community.
- (3) be able to apply quantitative techniques, computer techniques, and other elements of critical thinking to managerial problem-solving.

Goals and Objectives of the Management Information Systems Major

Students will:

- (1) be prepared to identify the current languages and techniques and to adapt to related advancements.
- (2) be prepared to integrate skills in management, operations management, accounting, and quantitative techniques into the process of analyzing, designing, and implementing management information systems.

Goals and Objectives of the International Business Major

Students will:

- (1) be prepared to distinguish domestic and international markets in terms of culture, history, and politics.
- (2) be able to understand basic concepts of international trade, such as exporting, licensing, foreign exchange, and foreign investments.
- (3) be proficient in listening, speaking, reading, and writing an approved foreign language.

Business Professional Component Requirements

The following courses are required in the Business Professional Component: Accounting 213, 214, Business Administration 300, 304, 305, 312, 480, Economics 204, Marketing 300, Management Information Systems 241 or 251, Management 316, 416.

Other Requirements

Economics 203 is a prerequisite for all students majoring or minoring in the Broyhill School of Management. Students must obtain a 'C' or better in the course.

Requirements for a Bachelor of Science Degree with a Major in Accounting

A major in Accounting requires the Business Professional Component and Accounting 313, 314, 315, 425, 435, and 450.

Students may either transfer credit for intermediate accounting I or II from the senior college level or may qualify for transfer credit by receiving a grade of B or better in the course(s) and scoring at least 75 on a qualifying examination administered by the Broyhill School of Management.

Requirements for a Bachelor of Science Degree with a Major in Business Administration

A major in Business Administration requires the Business Professional Component. In addition, students majoring in Business Administration must complete one of the approved minors of 18 semester hours from the Broyhill School of Management.

Requirements for a Bachelor of Science Degree with a Major in Management Information Systems

A major in Management Information Systems requires the Business Professional Component and MGIS 351, 352, 421, 422, 433, and 471.

Requirements for a Bachelor of Science Degree with a Major in International Business

A major in International Business requires Accounting 213, 214, Business Administration 480, Economics 204, Marketing 300, and Management 403. In addition, the International Business Major must complete the following: Spanish/French 211 (6 hrs.), Spanish/French 212 (6 hrs.), Spanish/French 305, (3 hrs.), & Spanish/French 311 (3 hrs.) The International Business Major must complete Economics 203 as a prerequisite to the major. Finally, the International Business major must complete the required 18 semester hours from the International Business Minor for business majors only. Students who complete a second major in French/Spanish may, in consultation with their advisors, substitute non-language courses for the French/Spanish courses listed in the language major.

** Students should demonstrate intermediate-level language proficiency in Spanish or French in order to participate in this course.

Study Abroad

International Business majors will be strongly encouraged to participate in a foreign study program through the Council on International Educational Exchange (CIEE), or through Gardner-Webb sponsored programs abroad. While abroad, students will be advised to take one course from the Business Core.

Minors Offered by the Broyhill School of Management

(For Business Majors Only)

Economics/Finance

A minor in Economics/Finance requires 18 semester hours of Economics/Finance courses approved by the advisor. The following are courses from which to choose: Business Administration 301, Economics 303, 304, 301, 311, 320, and 401. Other courses can be chosen from the following: Economics 402, 403, 404, 405, 406, 420, and 480.

Management

A minor in Management requires 18 semester hours of Management courses approved by the advisor. The following are courses from which to choose: Management 330, 403, 400, 410, 416, 418, 422, 425, 430, 466, 485, Economics 320, or Marketing 420.

Management Information Systems

A minor in Management Information Systems requires Management Information Systems 241, 251, 371, two courses in an approved programming language, and one 3-semester-hour Management Information Systems elective above the 300 level.

Marketing

A minor in Marketing requires Marketing 420 and five of the following courses: Marketing 302, 304, 402, 404, 406, 408, Economics 401, Management 422, 466.

International Business

A minor in International Business (business majors only) requires 18 semester hours. The following are the required courses: Marketing 466, Economics 401, Geography 102, Sociology 400, French/Spanish 306, and Political Science 321. Students who complete a second major in French/Spanish may, in consultation with their advisors, substitute non-language courses for the French/Spanish courses listed in the language major.

Minors for Non-Business Majors

The following minors are offered for non-business majors:

Economics

A minor in Economics requires Economics 203,204, and four of the following courses: Economics 301,303,311,320,401,420, or Management 410.

Management

A minor in Management consists of 18 hours which must include Management 316, and 15 hrs. from the following: Management 330,400,403,410,416,418, Marketing 422.

Management Information Systems

A minor in Management Information Systems consists of MGIS 251,371, two courses in an approved programming language, and two 3-semester-hour MGIS electives above the 300 level.

International Business

A minor in International Business (non-business majors only) requires 18 semester hours. The following are the required courses:

Management 466, Economics 401, Geography 102, Sociology 400, French/Spanish 305 or 306, Political Science 321. Students who complete a second major in French/Spanish may, in consultation with their advisors, substitute non-language courses for the French/Spanish Courses listed above.

Business Administration

A minor in Business Administration requires 18 hours to be chosen from Accounting 213, Business Administration 300, Marketing 300, Economics 204, Management 316, and Management Information Systems 251.

Description of Courses

Accounting

- | | | |
|-------------|--|-------------------------|
| 213. | ACCOUNTING PRINCIPLES I | 3 semester hours |
| | An introduction to financial accounting. Accounting transactions, the accounting cycle, financial statement preparation. Special issues for short- and long-term assets, liabilities, partnerships, and corporations. 3-0-3. | |
| 214. | ACCOUNTING PRINCIPLES II | 3 semester hours |
| | Continued coverage of financial accounting. Partnerships, corporations, debt and equity financing. Cash flow and financial statement analysis. Introduction to management accounting: Job-order and process costing, budgeting and variance analysis. 3-0-3. | |
| 313. | INTERMEDIATE ACCOUNTING I | 3 semester hours |
| | Detailed study of financial and managerial accounting concepts. Financial statement preparation. Time value of money. Cost allocation and valuation of current and long-term assets. 3-0-3. | |

- 314. INTERMEDIATE ACCOUNTING II** **3 semester hours**
Continued study of financial and managerial accounting concepts. Current and long-term debt issues, contributed and earned equity, and special treatment of leases, pensions, and tax. Financial reporting and analysis. 3-0-3.
- 315. COST ACCOUNTING** **3 semester hours**
Cost accounting measurement and classification. Job order and process costing. Budget development using variable and fixed costs. Capital budgeting and project evaluation. 3-0-3.
- 370. GOVERNMENTAL AND NONPROFIT ACCOUNTING** **3 semester hours**
An examination of the principles of governmental accounting and nonprofit accounting to include classification of accounts, budgeting, and financial reporting for state and local governments and nonprofit organization.
- 411. ADVANCED BUSINESS LAW** **3 semester hours**
Legal liability of accountants. Topics include Uniform Commercial Code, commercial paper, problems of tax practice, auditing responsibilities. 3-0-3.
- 425. FEDERAL INCOME TAX I** **3 semester hours**
Personal income tax planning, research, and preparation. 3-0-3.
- 426. FEDERAL INCOME TAX II** **3 semester hours**
A continuation of Accounting 425. Course includes United States regulations for corporate, partnership, estate, trust, gift, and social security taxes. 3-0-3.
- 435. ADVANCED ACCOUNTING** **3 semester hours**
Accounting for partnerships, installment sales, insurance, corporate consolidations, and annuities. Prerequisite: Accounting 314. 3-0-3.
- 450. AUDITING** **3 semester hours**
Principles, techniques, procedures, and legal responsibility of auditors. Prerequisite: Accounting 314. 3-0-3. WLII
- 470. CPA PRACTICE REVIEW** **3 semester hours**
Designed to study the areas of accounting that usually appear on the Practice and Theory sections of the Certified Public Accounting examination. Special emphasis is placed on the opinions of the Accounting Principles Board and statements of the Financial Standards Board. 3-0-3.

Business Administration

- 115. INTRODUCTION TO BUSINESS** **3 semester hours**
An introduction to accounting, marketing, finance, economics, and management. Designed to provide non-majors and new business majors with a preview of the subject matter and job prospects in the business field. 3-0-3.
- 300. LEGAL ENVIRONMENT OF BUSINESS** **3 semester hours**
The course is designed to cover both the public and private regulation of business. Some of the topics covered are environmental law, contract law, agency, partnerships, and corporations. 3-0-3. WLII
- 301. PERSONAL FINANCE** **3 semester hours**
Intended for business majors and non-majors who want to manage their personal finances better. Course covers personal budgeting and accounting, buying on credit, borrowing money, personal income tax returns, saving and wise investment, insurance, home ownership, and estate planning. No Prerequisite. 3-0-3.
- 304. APPLIED BUSINESS STATISTICS** **3 semester hours**
The use of statistics in business for better planning, control and decision making with the focus on using computer statistical software, interpretation and presentation of

results. Descriptive and inferential statistics, probability concepts, hypothesis testing, analysis of variance and regression analysis are covered. 3-0-3.

305. **QUANTITATIVE METHODS FOR BUSINESS** **3 semester hours**
An introduction to linear programming and sensitivity analysis, decision theory, inventory control models, waiting line theory and computer simulation to improve the planning, control and decision making process. 3-0-3.
312. **FINANCIAL MANAGEMENT** **3 semester hours**
Principles governing financial operations and financial management of business enterprises, profit planning, liquidity versus profitability, capital budgeting, and working capital management. Prerequisites: Accounting 214 and Economics 204. 3-0-3.
325. **BUSINESS COMMUNICATIONS APPLICATIONS** **3 semester hours**
A practical approach to business communications using word processing software. Emphasis will be placed on theory, memo and letter writing, formal and informal presentations, and the job search process. 3-0-3. WLII
395. **CAMPUS NEW YORK** **1 semester hour**
New York business/career visit enables students of business to learn how textbook theory is put into practice through direct contact with some of the nations' best-known business firms. The week-long visit also provides opportunities for investigating career possibilities. Offered in spring semester. Lecture-Travel-1.
396. **INTERNATIONAL TRAVEL** **1-6 semester hours**
The course provides the student an opportunity to expand business and cultural horizons by visiting different international cities. Lecture-Travel-1-6 semester hours.
420. **INTERNSHIP IN BUSINESS** **1-6 semester hours**
Prerequisites: Junior standing and department approval.
480. **SENIOR SEMINAR IN BUSINESS** **3 semester hours**
A case study approach designed to apply to areas of management, accounting, finance, and economics to contemporary business problems. Prerequisite: Senior standing. 3-0-3.
- 495,496. **INDEPENDENT STUDY** **3-6 semester hours**
Supervised study program in a field of special interest. Prerequisite: Approval of department chair and instructor.

Economics

201. **FREE ENTERPRISE** **3 semester hours**
Explores the economic implications, history, and philosophy of the free enterprise system. For non-business and beginning business majors. 3-0-3.
203. **PRINCIPLES OF ECONOMICS I** **3 semester hours**
Study of basic economic concepts, national income theory, money and banking, and the business cycle. 3-0-3.
204. **PRINCIPLES OF ECONOMICS II** **3 semester hours**
Study of microeconomic concepts, price theory, behavior of the firm, market structure, and income distribution. 3-0-3.
301. **MONEY AND BANKING** **3 semester hours**
Analysis of Federal Reserve System and monetary policy, the role of money in determination of national income, role and development of commercial banks, and the basic elements of international finance. 3-0-3.
303. **INTERMEDIATE MICROECONOMICS I** **3 semester hours**
Topics include microeconomics analysis, utility and price theory, resource allocation for optimization. Prerequisites: Economics 203 and 204. 3-0-3.

- 304. INTERMEDIATE MACROECONOMICS II** **3 semester hours**
Topics include analysis of economic aggregates, national income and production, GNP, unemployment, and inflation, with an emphasis on economic forecasting as a basis for business planning. Prerequisite: Economics 204. 3-0-3.
- 311. LABOR ECONOMICS** **3 semester hours**
Analysis of the labor market, unemployment, labor laws, union organization, and the theory of wages. 3-0-3.
- 320. RISK MANAGEMENT AND INSURANCE** **3 semester hours**
This course will encompass practical issues as well as basic concepts and principles of risk management and insurance, including personal, business, and social viewpoints in regard to managing life, health, property, and liability risks.
- 401. INTERNATIONAL ECONOMICS** **3 semester hours**
An examination of the theory of international trade and international finance with coverage of such topics as comparative advantage and the reasons for international trade in products and factors of production, foreign exchange, foreign investment, balance of payments. 3-0-3. WLII
- 402. MANAGERIAL ECONOMICS** **3 semester hours**
Economics applied to managerial decision making. Analysis of costs, production, decision making under uncertainty. Prerequisite: Economics 303. 3-0-3.
- 403. NATIONAL INCOME AND EMPLOYMENT ANALYSIS** **3 semester hours**
Study of national income concepts, determination of national income, employment, balance of payments. 3-0-3.
- 404. ECONOMIC DEVELOPMENT** **3 semester hours**
A study of the process of economic development including the historical and economic factors underlying economic development. An examination of possible strategies for economic growth and development. 3-0-3.
- 405. ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS** **3 semester hours**
The economic theory of confrontation of pollution, resource exploitation, land use. The emphasis is on examination of market failure and possible alternatives to markets in solving the problems of pollution and natural resource use. 3-0-3.
- 420. INVESTMENTS** **3 semester hours**
Investment goals, strategies, and policies for individual investors are examined. Prerequisite: Business Administration 312 or consent of the instructor. 3-0-3.
- 480. CONTEMPORARY ECONOMIC PROBLEMS** **3 semester hours**
A seminar reviewing basic economic principles and examining contemporary economic problems confronting business organizations. 3-0-3.

Management

- 316. PRINCIPLES OF MANAGEMENT** **3 semester hours**
Explores the principles and processes of managing an organization. The functions of planning, organizing, directing, staffing, coordinating, leading and motivating employees are applied through case analysis. 3-0-3.
- 320. INTRODUCTION TO WORD PROCESSING** **3 semester hours**
Offered fall semester. 3-0-3.
- 330. INDUSTRIAL SUPERVISION** **3 semester hours**
Explores the process and techniques of accomplishing organizational objectives through others. 3-0-3.

400. **HUMAN RESOURCE MANAGEMENT** **3 semester hours**
Principles and practices used in the recruitment, selection, training and development, evaluation, and compensation of employees within organizations. 3-0-3.
403. **HUMAN BEHAVIOR IN ORGANIZATIONS** **3 semester hours**
The application of human behavior principles common to many types of organizations, specifically, business and industry. Motivation, leadership, followership, and human problems are analyzed. 3-0-3.
410. **SMALL BUSINESS MANAGEMENT** **3 semester hours**
Explores economic and managerial issues the small business manager must address. Entrepreneurship, forms of ownership, creating a business plan, location analysis, acquisition of capital, financial and inventory control, marketing and advertising considerations. 3-0-3.
416. **OPERATIONS MANAGEMENT** **3 semester hours**
An introduction of methods and processes used by organizations in the service and manufacturing sector to create strategic and competitive advantage. Topics include total quality management and control, work measurement, capacity and aggregate planning, forecasting, operations scheduling and project management. Prerequisite: BADM 304 or permission of the instructor. 3-0-3.
418. **ADMINISTRATIVE MANAGEMENT** **3 semester hours**
Designed for students pursuing careers as managers in retailing or service industries. Topics covered include design and management of automated and traditional office systems, management information systems, records retention and disposal. 3-0-3.
425. **ADVANCED BUSINESS COMMUNICATIONS** **3 semester hours**
Emphasis on business analysis, report writing, formal and informal presentations, public relations, and internal and external communications. Prerequisite: Business Administration 325. 3-0-3.
430. **BUSINESS LOGISTICS** **3 semester hours**
Examines the coordination and movement of materials, personnel and machinery from a managerial perspective. Case analysis and computer simulation is used. 3-0-3.
422. **MARKETING MANAGEMENT** **3 semester hours**
Topics covered include marketing research, public relations, and marketing channels. 3-0-3.
431. **MANAGERIAL CONTROL PROCESSES** **3 semester hours**
Examines the use of responsibility centers, budgets, standards, feedback, and control over the production process. 3-0-3.
466. **INTERNATIONAL MARKETING** **3 semester hours**
Explores the cultural, marketing, management and environmental factors of the multinational organization. Case analysis is utilized with emphasis directed toward problem resolution. 3-0-3. Prerequisite: MKRT 300
485. **TOPICS IN MANAGEMENT** **3 semester hours**
A specialized study of various managerial developments. Topics will vary from semester to semester. Students will be allowed to take the course more than once.

Management Information Systems

241. **INTRODUCTION TO COMPUTER-BASED SYSTEMS** **3 semester hours**
This course presents the development of management information systems from its beginning to its present-day form and future potential. The student will learn to program the computer using BASIC. 3-0-3.

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|------|--|-------------------------|
| 251. | MICROCOMPUTER APPLICATIONS | 3 semester hours |
| | The use of decision support software on microcomputers spreadsheets, database management systems, and graphics software to aid in making decisions. 3-0-3. | |
| 307. | OFFICE AUTOMATION | 3 semester hours |
| | An examination of the office as a center of business activity. Topics include operational logistics, decision support, and the impact on word processing, distributed processing, and teleprocessing. Prerequisite: Management Information Systems 251 or permission of instructor. 3-0-3. | |
| 310. | ACCOUNTING INFORMATION SYSTEMS | 3 semester hours |
| | A course designed to introduce the student to accounting systems design in a computer environment. Prerequisites: Accounting 214 and Management Information Systems 241. 3-0-3. | |
| 351. | RPG PROGRAMMING | 3 semester hours |
| | An introduction to programming principles using RPG. Prerequisite: Management Information Systems 251. 3-0-3. | |
| 352. | PRINCIPLES OF PROGRAMMING WITH COBOL | 3 semester hours |
| | Computer problem-solving using COBOL as a vehicle. This is the beginning course in programming. Prerequisite: Management Information Systems 251. 3-0-3. | |
| 371. | STRUCTURED SYSTEMS ANALYSIS | 3 semester hours |
| | Advanced coverage of the strategies and techniques of structured systems analysis with emphasis on structured analysis design techniques such as structured walkthroughs. Prerequisite: Management Information Systems 351. 3-0-3. | |
| 421. | ADVANCED PROGRAMMING WITH RPG | 3 semester hours |
| | Advanced computer problem-solving using RPG as the vehicle. Prerequisite: Management Information Systems 351. 3-0-3. | |
| 422. | ADVANCED PROGRAMMING AND
STRUCTURED PROGRAMMING WITH COBOL | 3 semester hours |
| | Advanced computer problem-solving using COBOL as the vehicle. Prerequisite: Management Information Systems 352. 3-0-3. | |
| 423. | PROGRAMMING LANGUAGES | 3 semester hours |
| | Overview of programming languages with emphasis on modern approaches to programming languages and their applications. 3-0-3. | |
| 432. | INFORMATION SYSTEMS PLANNING | 3 semester hours |
| | An introduction to the financial, technical, and strategic information systems process. The course will cover the development of information systems. Prerequisite: Management Information Systems 351 or 352. 3-0-3. | |
| 433. | DATABASE MANAGEMENT | 3 semester hours |
| | A course emphasizing software design and programming in a database environment. Prerequisite: Management Information Systems 352. 3-0-3. | |
| 434. | ADVANCED DATABASE CONCEPTS | 3 semester hours |
| | An in-depth investigation of data modeling, system development, and database administration in a database environment. Prerequisite: Management Information Systems 433. 3-0-3. | |
| 471. | APPLIED SOFTWARE DEVELOPMENT | 3 semester hours |
| | A capstone systems course integrating the knowledge and capabilities gained through the other computer-related courses in the curriculum within a comprehensive system development project. Prerequisites: Management Information Systems 352 and 433 and senior status. 3-0-3. | |
| 485. | TOPICS IN MANAGEMENT INFORMATION SYSTEMS | 3 semester hours |
| | This course offers the student the chance to take electives such as Distributed Data Processing, Advanced Database, Information Resource Management, Information | |

System Planning, and Artificial Intelligence. Since course topics will be different, the student will be able to take the course more than once. 3-0-3.

Marketing

- 300. PRINCIPLES OF MARKETING 3 semester hours**
A comprehensive analysis of the marketing system and the marketing process. 3-0-3.
- 302. CONSUMER BEHAVIOR 3 semester hours**
Concepts methods, and models used in understanding, explaining, and predicting consumer motivation and behavior. This study includes the factors that influence the decision to purchase a product or service to include both the consumer and industrial sectors. 3-0-3, Prerequisite MRKT 300.
- 304. ADVERTISING AND PROMOTION 3 semester hours**
Detailed and systematic review of marketing communications and use of mass media to include promotional activities, policy formulation, agency selection, control systems, and a survey of the American advertising system. 3-0-3, Prerequisite MRKT 300.
- 402. RETAIL MANAGEMENT 3 semester hours**
Analysis of the marketing activities involved in the sale of products and/or services to the ultimate consumer for personal or household consumption with the main emphasis on the management of store retailing. 3-0-3, Prerequisite MRKT 300.
- 404. SALES MANAGEMENT 3 semester hours**
Direct and personal selling, salesmanship, and sales force management. The study includes sales persuasion skills, theories, and simulation selling situations. Prerequisite: MRKT 300. 3-0-3.
- 406. MARKETING CHANNEL MANAGEMENT 3 semester hours**
Identification, selection, and management of marketing channels and their modification to improve efficiency and profits. Prerequisite: MRKG 300. 3-0-3.
- 408. INDUSTRIAL MARKETING 3 semester hours**
Application of market structure, product design, pricing strategy, logistics, promotion, and buying behavior models to industrial and governmental markets in the context of political, economic, technological, and ethical environments. Prerequisites: Marketing 300. 3-0-3.
- 420. MARKETING MANAGEMENT 3 semester hours**
Capstone course in marketing which addresses marketing research, forecasting, and strategic decision-making. Prerequisites: Marketing 300 and three 400-level marketing courses. 3-0-3.





Department of Communication Studies

Chair: Professor Vaughan

Visiting Professor: Brock

Assistant Professors: Cassidy, Costello

The Department of Communication Studies gives students the opportunity to conceptualize, previsualize, write, direct, and produce in a variety of communication media including photography, film, television, radio (audio), print, computer graphics, multimedia, theater and drama. In addition to media production, writing courses are offered in scriptwriting, creative writing, and journalism. Students gain experience leading to a broad range of professional opportunity in business and industry, the arts, and broadcasting. Students in communication are also encouraged to participate in the writing and publication of the campus student newspaper, *The Pilot*, and to take an active part in the design and production of the school yearbook, *The Webb*. WGWF-FM, the 50,000 watt voice of Gardner-Webb University and the campus-wide cable system, "WebNet," are also available for students interested in gaining practical experience in the electronic media. Students may earn either a Bachelor of Arts Degree in Communication Studies or a minor in Communication Studies or Theatre Arts.

Goals and Objectives

The goals and objectives of the Communication Studies major are:

- (1) to engender an understanding, sensitivity and competence in matters of human exchange,
- (2) to foster competence, knowledge and skills in the application of the principles of effective communication within a broad spectrum of communications intensive, career related fields,
- (3) to develop satisfactory entry level skills in selected areas of the communication industry, and,
- (4) to apply the knowledge and skills learned toward making a meaningful contribution to the global community in which we live.

The successful attainment of these goals and objectives is assessed through testing, development of portfolios of student work, documentation of internship performance and periodic evaluation of graduates of the program.

Communication Studies Major Requirements

A major in Communication Studies is comprised of 36 semester hours beyond the basic course requirements of the University. English 101 and 102 are prerequisites to all communication courses unless exception is granted by the chair.

COMM 360, Communication Theory, plus 3 hours selected from COMM 270, 280, 285, 350, 361, or 363 is required. (COMM 270 may not fulfill this requirement if selected as a media specialty.) Twenty four semester hours in media specialty courses (two courses selected from each of four of the following different areas: drama, film, photography, print journalism, radio, television) must then be taken. An additional 6 semester hours of off-campus and professionally supervised internships complete the major. Each three-semester hour internship consists of approximately 150 hours of guided work experience in a selected media field, approved in advance by the chair. Students are expected to apply for and acquire their own internship placements. Internship assignments are made after completion of course work in the chosen medium.

Minor

A student majoring in communication studies must complete a minor in a discipline outside of the major. Students electing concentrations in print journalism or drama may also choose from the following options to satisfy the minor requirement. Students completing 6 hours of print journalism as a media specialty in the communication studies major may, in consultation with their advisor and with the approval of the chair, elect to complete a minor in english by taking an additional 12 hours in the department of english. Those who select 6 hours in drama as a media specialty in the communication studies major may, in consultation with their advisor and with the approval of the chair, elect to complete a minor in theatre arts by taking any additional 12 hours in theatre arts.

Minors offered by the Department

The communication studies minor requires 18 semester hours as follows: Select 3 hours from COMM 250 or COMM 280, 6 hours from COMM 350, COMM 360, COMM 361, COMM 363, plus 9 hours in two media specialties. COMM 250 may be applied to the communication studies minor only if the course is not taken to fulfill the university general course requirement.

The theatre arts minor requires 18 semester hours as follows: COMM 341 plus 15 hours selected from courses in theatre arts and/or COMM 280, 342, 421 and 422. COMM 280 may be applied to the theatre arts minor only if the course is not taken to fulfill the university general course requirement.

Description of Courses

Communication Studies

COMM /ENGL 201.	STUDENT NEWSPAPER STAFF	1 semester hour
Experience and instruction in all phases of the production of the Gardner-Webb University student newspaper, The Pilot. 0-1-1		
COMM /ENGL 202.	YEARBOOK STAFF	1 semester hour
Experience and instruction in all phases of the production of the Gardner-Webb University yearbook, The Webb. 0-1-1		
COMM 250.	INTRODUCTION TO COMMUNICATION STUDIES	3 semester hours

Department of Communication Studies/99

Explores traditional media such as print, radio and television as well as new and emerging media hybrids such as the Internet and the CD-ROM. The course surveys the techniques used by the mass media to convey information to the public and considers the cultural role and impact of the media on society and the individual. Message design and oral/visual delivery skill development is emphasized. 3-1-3

- COMM 270. PHOTOGRAPHY I 3 semester hours**
Instruction in basic black and white photography. Introduction to photo darkroom procedures and techniques. Student must provide his/her own 35mm (manually adjustable) camera, film and photographic papers. (Additional cost). Concurrent participation in newspaper staff or yearbook staff is highly recommended. 3-3-3
- COMM 275. PHOTOGRAPHY II 3 semester hours**
Emphasis is on editorial photography. Skills covered include advanced lighting and composition in product and portraiture photography, exterior applications of lighting control and available light photography. Concurrent participation in newspaper staff or yearbook staff is highly recommended. Prerequisite: COMM 270. (Additional cost). 3-3-3
- COMM 280. SPEECH 3 semester hours**
Instruction and practical experience in the techniques of public speaking. This is an activity course which emphasizes hands-on participation throughout the semester. 3-0-3
- COMM 285. ANNOUNCING 3 semester hours**
Announcing emphasizes vocal performance skills essential to successful communication through electronic media. Looks into ways of conveying mood and message content effectively. Includes guidelines for microphone technique, working with cameras and studio equipment, proper pronunciation, voice quality and usage. Also covers specialized announcing situations encountered in the broadcasting industry. 3-1-3
- COMM 290. DEBATE 1 semester hour**
Not restricted to communication majors. Training and practice in the principles of college debate. Intercollegiate competition. 0-1-1
- COMM/ENGL 307. PRINT JOURNALISM I 3 semester hours**
Introduction to basic journalistic skills with emphasis on methodology in interviewing, researching, writing, editing and reporting the news. Introduction to AP style. Concurrent participation in newspaper staff or yearbook staff highly recommended. 3-0-3
- COMM/ENGL 308. PRINT JOURNALISM II 3 semester hours**
Advanced exercise in editing and feature writing. Includes headline writing and page layout for space and content. AP stylebook knowledge necessary. Concurrent participation in newspaper staff or yearbook staff highly recommended. Prerequisite: ENGL/COMM 307. 3-0-3.
- COMM 331. BROADCAST RADIO I 3 semester hours**
An overview of radio station operations, management and personnel. Introduces the basic aspects of radio broadcasting from the early years to the present. Introduction to public relations, advertising, marketing and sales in broadcasting. Includes a practical introduction to audio/radio equipment, recording and production techniques. 3-2-3
- COMM 332. BROADCAST RADIO II 3 semester hours**
Advanced instruction in commercial design, script writing and radio spot production. Advanced work in vocal delivery and recording for radio. 3-3-3
- COMM 341. DRAMA 3 semester hours**
A study of drama from its Greek origins to the contemporary theatre with emphasis on major developments in modern theatre. 3-0-3

- COMM 342. DRAMA/THEATRE ARTS 3 semester hours**
A study of drama from a production/acting perspective. Emphasis on script and character interpretation for the stage, television and film. 3-1-3
- COMM 350. TECHNIQUES OF SCRIPTWRITING 3 semester hours**
The study and practice of scriptwriting through the media. (With departmental approval, may be used to complete a media sequence.) Emphasis on the structure and conventions of several types of scriptwriting. 3-1-3
- COMM 360. COMMUNICATION THEORY 3 semester hours**
A detailed treatment of the factors involved in the exchange of ideas and information; emphasis upon philosophical bases, types of media, and research techniques. 3-0-3.
- COMM 361. GRAPHIC DESIGN/PUBLICATION 3 semester hours**
Publication practices and design principles common among graphic media, including magazines, newspapers, education and promotional materials. Includes skill development in computer design and layout procedures. 3-2-3
- COMM 363. RHETORIC AND GRAMMAR 3 semester hours**
Primary concern is exposition/argumentative prose and the systems which inform the process of composition. Includes grammar, usage, and composition. 3-0-3
- COMM 410. BROADCAST TELEVISION I 3 semester hours**
A study of the basic elements of the television industry. Includes equipment, program design and production, station operations and personnel. 3-1-3
- COMM 411. BROADCAST TELEVISION II 3 semester hours**
Advanced experience in writing and producing for both field and studio production. Emphasis is on video post-production techniques. 3-3-3
- COMM 421. FILM I 3 semester hours**
An overview of the history of cinema and the development of film conventions in visual communication. The study of film as both an art form and a social force. Introduces the film production process and the equipment necessary to produce motion pictures. It is recommended that students complete COMM 270 and COMM 350 before enrolling in Film I. 3-1-3
- COMM 422. FILM II 3 semester hour**
Focus on screenwriting and motion picture production techniques. Also covered are finance and budgeting of film projects. Prerequisite: COMM 421. (Additional cost.) 3-2-3

Theatre Arts

- THEA 203. APPLIED THEATRE 1 semester hour**
Participation in university production.
- THEA 205. SUMMER THEATER WORKSHOP 3 semester hours**
Directed theater experience for five weeks each summer, available to high school and college students. The workshop culminates in at least one production; dates and plays are announced in the spring. 3-3-3
- THEA 240. ACTING I 3 semester hours**
Integrated approach to acting, linking understanding with experiential knowledge of the fundamentals of acting. Speech, movement, expression, etc. are explored with significant emphasis on improvisation. 3-0-3
- THEA 241. DIRECTING 3 semester hours**
Basic principles of directing production; requires experience in at least one previous production. 3-1-3

THEA 242. STAGECRAFT 3 semester hours
Practical experience in costuming, scenery construction, makeup application and lighting. 3-0-3

THEA 340. ADVANCED ACTING/DIRECTING 3 semester hours
Further training in performance, interpretation and/or directing. Requires previous experience and either THEA 240 or 241. 3-0-3

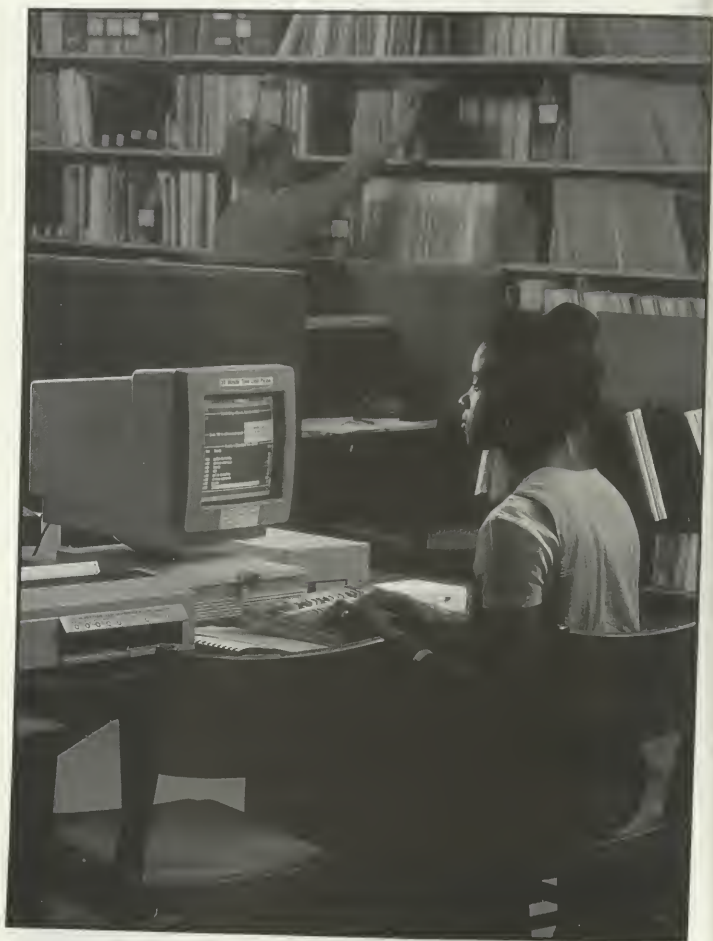
Internships and Special Topics in Communication Studies

COMM 400. SPECIAL TOPICS IN COMMUNICATION 1 - 3 semester hours (variable)
Specialized study in selected areas of the communication industry. Course content will vary and will reflect current developments in the industry and respond to student interest and need.

COMM 490. INDEPENDENT STUDY. 1-3 semester hours (variable)
Supervised study and/or advanced hands-on development of skills and techniques in one of many disciplines offered in Communication Studies. Prerequisite: (1) Completion of course sequence in area of interest; (2) approval of Instructor and Department Chair.

COMM 491-497. INTERNSHIPS 3 semester hours each
Description available on request. (491-Print Journalism; 492-Broadcast Radio; 493-Drama; 494-Broadcast Television; 495-Film; 496 Photography/Imaging Technologies; 497-Media Public Relations/Sales; 498 Electronic Publishing.)





Department of Education

Dean, School of Education: Professor Hunt

Chair: Professor Carson

Professors: Banner, Dalton

Associate Professor: Pace

Assistant Professors: Hamrick, McKinney, Peck

Major

Elementary Education (B.S.)

Minor

Professional Education

Professional Education

The Department of education, within the framework of the liberal arts and professional studies curriculum, offers a major in Elementary Education (K-6). Concurrently, the Department provides opportunities for the intellectual, social, physical, and spiritual development of students within a learning environment based upon Christian principles and values. A Professional Education Minor is available for students seeking (9-12) licensure in the areas of English, Mathematics, Biology, Chemistry, and Social Studies; and in special subject areas (K-12): Music, Health Education, Physical Education, French, and Spanish. Successful completion of these programs fulfills the requirements for the North Carolina Class A Teaching Licensure. Courses are also available for career teachers seeking teacher renewal and for students holding a baccalaureate degree who wish to obtain teacher licensure.

The Professional Education Program has articulated its model for the preparation of teachers as that of the *educator as theorist & practitioner* resting upon a knowledge base that is organized around four unifying threads: the learner and learning, social context, methodology, and professional development. The courses offered in the Teacher Education Program are designed to foster in students:

- (1) knowledge of and skills in the subject matter in the area of specialization.
- (2) the ability to use the scientific method.
- (3) attitudes and skills to excite learners' interest in and involvement with subject matter.
- (4) knowledge of the nature of the learner and the learning process.
- (5) knowledge of the role of the school in a democratic society.
- (6) knowledge of the philosophical, social, historical, and legal contexts in which professional educators operate.
- (7) knowledge of various teaching strategies, materials, instructional technologies, and methods of classroom organization.

- (8) knowledge and skills to maintain a classroom environment conducive to learning.
- (9) knowledge of various learning styles and the skills to vary instruction to meet learner needs.
- (10) knowledge of elements of cultural diversity and their influence upon the learner.
- (11) the skills to evaluate learning.
- (12) the skills to locate and integrate classic and contemporary scholarship pertaining to student achievement and teacher effectiveness.
- (13) the ability to use effective communication skills in classroom interaction and in consultative and collaborative relationships.
- (14) an understanding of the impact of family dynamics on learning readiness.
- (15) knowledge of the nature of a range of exceptionalities and the skills to begin to design and deliver appropriate instruction.
- (16) an understanding of the necessity for life-long professional learning.

Teacher Education Committee

This committee develops and implements policy, approves curricula, and evaluates programs for the undergraduate and graduate education program. (It is composed of faculty members from each department offering programs leading to licensure, student representatives, and school personnel including a teacher and member of support staff.

Admission to Teacher Education Program

To be admitted to the Teacher Education Program, an undergraduate degree seeking student must meet the following requirements:

- (1) File declaration of intent to major or minor in Education with the Academic Advising Center.
- (2) Complete a minimum of 30 cumulative semester hours, with at least 12 hours earned at Gardner-Webb.
- (3) Have a minimum 2.50 grade point average on all college or university work.
- (4) Complete EDUC 201 with a grade of C or better. The Teacher Education Handbook provides specific guidelines for the preservice student.
- (5) Obtain minimum scores currently required by State Board of Education on the National Teacher Examination (NTE). These scores are subject to change by the State Board of Education. Applicants must satisfy the score requirements in effect at the time of Admission to Teacher Education Program.
- (6) Complete Application for Teacher Education Program. Applications are due the first Monday in October and the first Monday in March. (See calendar dates listed on course schedule).
- (7) Obtain formal admission to the Teacher Education Program prior to completing one-half of the professional studies sequence (excluding student teaching/internship).

The Professional Semester

The professional semester includes specific coursework and the 10-week student teaching experience. Before beginning the professional semester, the student must meet the following requirements:

- (1) Submit completed application for student teaching during the preceding semester (see calendar dates listed on registration schedule).
- (2) Maintain a 2.50 cumulative grade point average.
- (3) Maintain a grade of C or better in all professional studies courses, including courses taken during the professional semester.
- (4) Complete all requirements for the selected major. Any exceptions must be approved by the Chair of Department of Education. These requirements are described under the appropriate department listing.

Student Teaching and Related Field Experiences

Student teaching assignments and various field experiences required throughout the Teacher Education Program are made by the Director of Field Experiences in public schools within commuting distance from the University. Transportation to these sites is the responsibility of the student.

Completion of the Teacher Education Program

Successful completion of the basic course requirements and all major requirements and the Professional Education Minor, including the professional semester, will qualify students for licensure in North Carolina and many other states.

North Carolina Licensure Requirements

To be recommended for Level A licensure in the state of North Carolina, a student must meet the following requirements:

- (1) Complete approved program of study.
- (2) Obtain minimum scores on Praxis II of the National Teacher Examination.
- (3) Submit completed application for licensure to the office of the Department of Education.
- (4) Provide official transcripts for all college and university work completed at other institutions to the office of Department of Education.

Licensure Only Students

Individuals who hold a baccalaureate degree and wish to obtain a North Carolina Class A Teaching Licensure may apply for admission to the approved program for teacher licensure. The student must meet entrance and exit requirements comparable to those required of a degree-seeking student in the approved program. A minimum of 21 hours must be taken at Gardner-Webb University to be recommended for licensure by the institution.

Student Appeals

Students not meeting requirements for admission to teacher education and/or the professional semester (student teaching) may appeal to the Teacher Education Committee for acceptance or continuation in the program. The process for appeal is outlined in the Teacher Education Committee Policy Manual.

Requirements for B.S. Degree with Major in Elementary Education

The Elementary Education Program is planned so that students will acquire:

- (1) knowledge across all subject areas included in the breadth of the Gardner-Webb core curriculum and enhanced by the specialty area (Elementary Studies) of the curriculum. [The beginning teacher should be broadly and liberally educated and have full command of the subjects that he or she will teach.]
- (2) knowledge of characteristics of developmental stages of children from ages five to twelve
- (3) understanding of unique learning characteristics of children from a wide variety of cultural and language backgrounds and of exceptional students
- (4) skill to adapt curriculum and teaching strategies to meet elementary learners' needs
- (5) skill to organize classroom environment which meets the needs of and stimulates the intellectual growth of children
- (6) interpersonal skills for the purpose of establishing effective communication within the classroom, within the school, and in establishing productive home-school linkages
- (7) skills to effectively evaluate student learning and to use results to establish an effective instructional program
- (8) understanding of contemporary issues related to teaching as a profession and to schooling in a complex society
- (9) knowledge about schools, teaching and children that increases through carefully planned and supervised field experiences

The basic core requirements are described in the General Studies portion of this catalog.

A major in Elementary Studies requires 38 hours in the following courses: Art 300; Education 302, 305, 312, and 320; Health 320; Literature (this requirement and basic course requirements must include American and World or English Literature); Mathematics 204, 205; Music 345, 346; Physical Education 301; Social Studies Education 307. Additional requirements to meet NC licensure: GEOL 105, MUSC 225, ARTS 225, PHED 204, POLS 202, HIST 202.

Required minor for Elementary Education

The required minor in Professional Education consists of Mathematics Education 330; Science Education 330; Psychology 301, 303; and Education 201, 301, 313, 325, 401, 430, 440, and 450.

Requirements for minor (K-12, secondary) in Professional Education

The Professional Education minor is available for students seeking teacher licensure at the secondary level (9-12) in the areas of: English, Mathematics, Biology, Chemistry, and Social Studies; and in special subject areas (K-12): Music, Health Education, Physical Education, French, and Spanish. The requirements for the minor are specified with the description of the major. Please refer to the appropriate section of the catalog.

Description of Courses

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|------|---|-------------------------|
| 201. | INTRODUCTION TO EDUCATION | 1 semester hour |
| | An orientation to education for students who plan to enter the profession. Early field experience included. 1-0-1. (Fall, Spring.) | |
| 301. | COMPUTER EDUCATION SEMINAR | 1 semester hour |
| | A seminar in which students will develop basic computer skills; identify and evaluate software appropriate for classroom management and computer assisted instruction; examine authoring systems; and survey the software commonly used in public schools. 1-0-1 (Fall, Spring) | |
| 302. | READING FOUNDATIONS | 3 semester hours |
| | A course designed with emphasis on the reading process as a fundamental aspect of the entire elementary school curriculum. The focus is on theory, reading development and the methods of teaching reading and the related skills involved. Current research and practices will be examined and evaluated. Each student will be required to observe the teaching of reading in the public school classroom. 3-0-3. (Fall) | |
| 305. | LANGUAGE ARTS IN THE ELEMENTARY SCHOOL | 3 semester hours |
| | Planning, teaching and evaluating the language arts across the curriculum, with emphasis on the creative integration of the whole language approach and effective lesson planning that addresses the needs and abilities of elementary children. 3-0-3. (Fall) | |
| 312. | PRACTICUM IN READING (K-6) | 3 semester hours |
| | A course designed to provide experiences for the preservice teacher in the teaching of reading and diagnosing reading problems on the K-6 level. Emphasis is placed on the causes of reading disabilities, diagnostic instruments, standard and informal assessment procedures, report writing, and materials and methods of reading instruction. Work with individual students and small groups in the public school classroom. Prerequisite: EDUC 302. 3-0-3. (Fall, Spring)WLI | |
| 313. | TEACHING THE STUDENT WITH SPECIAL NEEDS | 2 semester hours |
| | This course, required of all education majors, is a general introduction to the characteristics and educational needs of individuals with special needs. It provides an introduction to the issues and trends in special education, the traditional categorical descriptions of individuals, and current classroom practices. Strategies for teaching | |

both categorically labeled and at-risk students in the regular classroom are presented throughout the course. 2-0-2. (Fall, Spring)

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|------|---|---------------------------|
| 316. | TEACHING READING READING IN THE CONTENT AREAS | 3 semester hours |
| | A course designed to give an overview of reading development; to aid in integrating content areas and reading techniques; to study procedures of teaching specific reading and study skills; and to explore the implications of research for teaching at the secondary level. 3-0-3. (Fall, Spring) | |
| 320. | CHILDREN'S LITERATURE | 3 semester hours |
| | A critical study of classical and current books and materials covering the selection appropriate to the K-6 level. Emphasis is on creative presentation methods designed to enhance all ability levels; includes bibliotherapy and censorship. 3-0-3. (Spring) | |
| 325. | FOUNDATIONS AND CURRICULUM IN EDUCATION | 3 semester hours |
| | A study of the social, cultural, philosophical, and historical influences on the development of education in the United States. Includes an introduction to the American public school curriculum. Participatory field experiences in the public schools are required. Prerequisite: EDUC 201. 3-0-3. (Fall, Spring,) | |
| 401. | SEMINAR IN MULTICULTURAL EXPERIENCE | 1 semester hour |
| | This seminar will provide opportunity for students to develop appreciation for students from culturally diverse populations and to plan appropriate strategies for individual learning needs. 1-0-1 (Fall, Spring). | |
| 430. | METHODS OF TEACHING - Elementary | 3 semester hours |
| | The investigation and demonstration of various teaching strategies, including planning, delivering, and evaluating instruction. 3-0-3. (Fall, Spring) | |
| 432. | METHODS OF TEACHING Secondary | 3 semester hours |
| | A study of current methods and materials for approved subject areas in secondary school. Emphasis will be placed on planning for instruction, the selection and implementation of appropriate teaching models, instructional materials, instructional delivery, and evaluation techniques. 3-0-3. (Fall, Spring) | |
| 440. | CLASSROOM MANAGEMENT | 3 semester hours |
| | This course focuses on various strategies for establishing the types of classroom conditions and student behavior that provide optimal learning environments. 3-0-3. (Fall, Spring) | |
| 450. | STUDENT TEACHING | 6 semester hours |
| | A ten-week period of full-time supervised teaching at the appropriate level. (Fall, Spring) | |
| 495. | INDEPENDENT STUDY | 1-3 semester hours |
| | Individual study of special subject under the guidance of an instructor whose specialty is appropriate. Prerequisite: approval of department chair, instructor, and Dean of Academic Affairs. | |

Department of English Language and Literature

Chair: Professor J. Brown

Professors: J. Taylor, D. Gravett, F. Bonner, G. Price

Assistant Professors: K. Binfield, J. Hobbs, J. Land, M. Theado, L. Keeter

The purpose of the Department of English Language and Literature is to enable students to develop intellectually, to think, read and write independently and critically, and to communicate effectively.

The objectives of the Department of English Language and Literature are to:

- (1) develop in students the ability to write maturely,
- (2) develop in students the ability to think critically,
- (3) develop in students an awareness of literature as an expression of different cultures,
- (4) develop in students a basis for interpreting & evaluating literature,
- (5) provide students with a solid English background which will serve as preparation for various careers.

English Major Requirements:

A major in English requires 30 semester hours of English courses beyond core requirements, with emphasis in one of four available options. English 391 (Workshop in English I) and English 491 (Workshop in English II) are required for all majors. All majors must participate in an exit interview during their last semester of English studies. English majors are limited to 9 hours of 200-level courses, including the required core survey course.

All English majors are required to complete a minor in a field of their own choice. For further information see the English Majors Handbook.

English Major Options:

- (1) English Major with Emphasis on Writing: Students will take at least 9 semester hours of their major in writing courses; in addition, each student is required to complete English 493, Internship in Writing and Editing. English 301, Advanced Composition, English 307, Print Journalism I, English 308, Print Journalism II, and English 303, Professional Writing, are recommended. The Workshop should focus on some aspect of the craft of writing.
- (2) English Education Major with NC State Teaching License 9—12: The teacher-training program in English seeks to graduate students who: (1) have a broad background in literature; (2) exhibit a command of the English language in both oral and written communication; (3) possess the skills to formulate objectives, select material, use appropriate teaching strategies, and evaluate learning; and (4) realize the need for lifelong, professional learning.

Students will follow the program prescribed in the English Handbook and will pursue a minor in Education. English 251, Foundations of World Literature, English 363, Development and Structure of the English Language, English 413, Shakespeare, and English 483, The Teaching of Writing, are required. The Workshop should focus on an area useful to one entering the teaching profession.

Required Minor for English Major with Teaching Licensure: Education 201, 301, 325, 440, 450 and Education 432 or English 481.

Required Cross-Discipline Courses for English Major with Teacher Licensure: Psychology 302 and 303.

- (3) English Major with Emphasis on Theatre Arts: Students will take 9 semester hours of their major in Theatre Arts courses, with courses selected in consultation with their advisors and with the director of the GWU Theatre Arts Program. Three hours must consist of THEA 341 or THEA 342. In addition, all majors with Theatre Arts Emphasis must take English 371, Masterpieces of World Drama, and the Workshop project should focus on Theatre Arts.
- (4) English Major with Pre-Professional Emphasis: Students will select courses in consultation with their advisors and other departmental members so as to incorporate a variety of experiences in developing a strong liberal arts basis which provides the opportunity for general language and literature knowledge useful for entry into professional areas or into graduate studies in English. The Workshop should focus on a literary topic.

Requirements for Minor offered by the Department

A minor in English requires fifteen (15) hours in English beyond core requirements. English minors are limited to six hours of 200-level courses, including the required core survey course.

Prerequisite Requirements

English 101 is prerequisite to English 102; English 101 and 102 are prerequisite to all other English courses except English 201 and 202. All students must begin their composition studies upon enrollment in the university and must complete all composition courses consecutively through English 102.

Description of Courses

English

- | | | |
|--------------|--|-------------------------|
| 100. | FOUNDATIONS OF COLLEGE WRITING | 3 semester hours |
| | Individual instruction in the mastery of the basics of English. 3-1-3. | |
| 101. | COMPOSITION I | 3 semester hours |
| | Introduction to expository writing by process method. Grammar and mechanics as needed. Selected readings. 3-0-3. | |
| *101. | HN COMPOSITION I | 3 semester hours |
| | Composition for honors students. 3-0-3. | |

- | | | |
|-------|--|-------------------------|
| 102. | COMPOSITION II | 3 semester hours |
| | Continuation of process writing with emphasis on argumentation, critiquing, essay examinations and research skills. Analysis of literary and non-literary texts. Prerequisite: English 101. 3-0-3. | |
| *102. | HN COMPOSITION II | 3 semester hours |
| | Continuation of composition for honors students. 3-0-3. WL-II | |
| 201. | NEWSPAPER STAFF | 1 semester hour |
| | Experience and instruction in all phases of the production of the Gardner-Webb University student newspaper, The Pilot. 0-1-1. | |
| 202. | YEARBOOK STAFF | 1 semester hour |
| | Experience and instruction in all phases of the production of the Gardner-Webb University yearbook, The Webb. 0-1-1. | |
| 211. | BRITISH LITERATURE SURVEY I | 3 semester hours |
| | Representative writers from the beginnings to the eighteenth century. 3-0-3. | |
| 212. | BRITISH LITERATURE SURVEY II | 3 semester hours |
| | Representative writers from the eighteenth century to the present. 3-0-3. | |
| 231. | AMERICAN LITERATURE SURVEY I | 3 semester hours |
| | Representative writers from Colonial period to Whitman. 3-0-3. | |
| 232. | AMERICAN LITERATURE SURVEY II | 3 semester hours |
| | Representative writers from Walt Whitman to the present. 3-0-3. | |
| 251. | FOUNDATIONS OF WORLD LITERATURE | 3 semester hours |
| | Literature from ancient times through the 16th century in Western and non-Western cultures, excluding British and American. 3-0-3. | |
| 301. | ADVANCED COMPOSITION | 3 semester hours |
| | Intensive practice in and analysis of expository writing with emphasis on process, structure, style, and maturity of expression. 3-0-3. | |
| 303. | PROFESSIONAL WRITING | 3 semester hours |
| | Study of appropriate genres and techniques of writing and editing utilized in a variety of professional occupations: desktop publishing, advanced writing skills, articles, brochures, presentation materials based on research, and newsletters. 3-0-3. | |
| 305. | CREATIVE WRITING | 3 semester hours |
| | Creative production of the poem and the short story. Prerequisite: one literature course beyond the freshman level. 3-0-3. | |
| 307. | PRINT JOURNALISM I | 3 semester hours |
| | Introduction to basic journalistic skills with emphasis on methodology in interviewing, researching, writing, editing, and reporting the news. Introduction to AP style. Concurrent participation in newspaper staff or yearbook staff highly recommended. 3-0-3. | |
| 308. | PRINT JOURNALISM II | 3 semester hours |
| | Advanced exercise in editing and feature writing as well as development of skills in page layout, headline writing for space and content. Use of AP stylebook. Concurrent participation in newspaper staff or yearbook staff highly recommended. 3-0-3. Prerequisite: English 307 or permission of the instructor. | |
| 311. | MEDIEVAL BRITISH LITERATURE | 3 semester hours |
| | A study of Beowulf and other Anglo-Saxon achievements, medieval drama, romance, poetry and Chaucer. 3-0-3. | |
| 312. | BRITISH LITERATURE FROM 1550 TO 1660 | 3 semester hours |
| | Study of poetry, drama, and selected prose from Shakespeare's contemporaries through Milton. | |

314. **RESTORATION AND EIGHTEENTH-CENTURY BRITISH LITERATURE** 3 semester hours
Selected poetry, essays and drama; includes Pope, Swift, Johnson, Goldsmith, others. 3-0-3.
315. **BRITISH ROMANTICISM** 3 semester hours
Major poetry of Blake, Wordsworth, Coleridge, Byron, Keats, Shelley, others; selected prose. 3-0-3.
316. **VICTORIAN LITERATURE** 3 semester hours
Poetry of Browning, Tennyson, Arnold, others, selected prose. 3-0-3.
331. **MODERN BRITISH AND AMERICAN LITERATURE** 3 semester hours
Study of representative modern writers from the beginning of the twentieth century through WWII, such as Yeats, Woolf, Eliot, Joyce, Faulkner, Welty, and Cather. 3-0-3.
335. **FACES OF SOUTHERN LITERATURE** 3 semester hours
Study of varying aspects of Southern Literature with focus on themes, cultural populations, genres, or other regional traits. 3-0-3.
337. **AMERICAN LITERATURE AND THE CIVIL WAR** 3 semester hours
Integrated study of historical events leading to, incorporating, and resulting for, the American Civil War and the literature which grew from and relates to those events. Special course offering in conjunction with the Department of Social Sciences. 3-0-3.
339. **TOPICS IN AMERICAN LITERATURE** 3 semester hours
Study by genre, ethnicity, sexuality, theme, or period of one or more of the diverse aspects of past and present American Literature. 3-0-3.
359. **TOPICS IN WORLD LITERATURE** 3 semester hours
Exploration of modern literary works from diverse communities. Focus, writers, and cultures represented will vary.
363. **DEVELOPMENT AND STRUCTURE OF THE ENGLISH LANGUAGE**
Theories of language and its development. Includes etymology, phonology, morphology and dialects. 3-0-3.
371. **MASTERPIECES OF WORLD DRAMA** 3 semester hours
Survey of major developments in and genres of dramatic literature from its ancient origins to the present. Emphasis is on literary rather than technical aspects of plays. 3-0-3.
373. **STUDIES IN FOLKLORE** 3 semester hours
An introductory course emphasizing verbal folklore such as folktales, legends and songs in diverse cultures. Focus may be regional, general or literary as interests dictate. 3-0-3.
375. **STUDIES IN THE BRITISH NOVEL** 3 semester hours
The British novel taught by periods, themes or authors as determined by the professor. 3-0-3.
377. **STUDIES IN THE AMERICAN NOVEL**
An investigation of the American novel by periods, authors, or topics as determined by the professor. 3-0-3.
391. **WORKSHOP IN ENGLISH I:** 1 semester hour (required of all majors)
Studies in the exploration, research, development and presentation of a prospectus for a major research and analytical essay on a subject appropriate to the major. 1-0-1.
411. **SEMINAR IN BRITISH LITERATURE** 3 semester hours
Advanced study of a selected subject in British literature with emphasis on individual research, reports, scholarly exchange and analytical discussion. 3-0-3.
413. **SHAKESPEARE** 3 semester hours
A study of representative plays and poetry. 3-0-3.

431. **SEMINAR IN AMERICAN LITERATURE** 3 semester hours
Advanced study of a selected subject in American literature with emphasis on individual and group research, reports, scholarly exchange and analytical discussion. 3-0-3.
481. **METHODS OF TEACHING ENGLISH** 3 semester hours
Instruction in the techniques of and the materials for teaching English in grades 9-12. Supervised field experience required. 3-0-3.
483. **THE TEACHING OF WRITING** 3 semester hours
Theories of language and its development. Includes etymology, phonology, morphology, and dialects. 3-0-3.
491. **WORKSHOP IN ENGLISH II** 2 semester hours
(required of all majors).
Development of a research and analytical essay/presentation on a subject appropriate to the major. Supervised experience in the research, writing and presentation process. 2-0-2.
493. **INTERNSHIP IN WRITING** 3 semester hours
Experience involving supervised application of writing skills within an organization outside the classroom. Prerequisite: English 301 or other writing course(s) above the 200 level, approval of department.
100. **READING** 3 semester hours
Individual instruction in the mastery of the fundamentals of reading. 3-1-3.





Department of Fine Arts

Chair: Professor T. Fern

Professors: Billings, Perrin, S. Plate, Summers

Associate Professor: Whitfield

Assistant Professors: Bell, Harrelson

Adjunct Instructors: Bennett, Cabiness, Cope, Ellis, Francis, LaJoie, T. Plate, Tyler

The Department of Fine Arts offers courses through its divisions of Art and Music.

The statement of purpose of the Department of Fine Arts is to stimulate interest in, participation in, and knowledge of the arts for all members of the University and the community at large.

The Objectives of the Music Majors are as follows:

Music: Performance, Composition, Treatise

- (1) to demonstrate technical proficiency in the chosen area that enables artistic self-expression.
- (2) to reveal musical values based on knowledge of musical fundamentals and styles.
- (3) to prepare for advanced professional study.

Music Education

- (1) to afford the music education theorist and practitioner the knowledge base of learning, methodologies, social content and professional development needed to teach in a private or public school setting.
- (2) to instill confidence in the student's ability to perform and utilize musical learnings in the classroom and performance arenas.
- (3) to provide prospective music teachers the competencies required to obtain a North Carolina state teacher Licensure in Music Education for grades K-12 in the fields of general music, instrumental, and vocal music.

Sacred Music

- (1) to understand and appreciate aesthetic values found in sacred music used for worship and Christian education.
- (2) to develop a continuing interest in the areas of music performance, worship leadership, choral and instrumental conducting, and required communication skills.
- (3) to think independently and critically concerning general music, theological, and church music issues and their interrelationships.

Gardner-Webb University, through the Music Division of the Department of Fine Arts, is an accredited institutional member of the National Association of

Schools of Music, and all course offerings and degree requirements are in accordance with this body.

Three majors in music are offered: Music Education, Sacred Music and Music options in Sacred Music/Religion, Performance, Composition, Treatise and Music Major with a Second Major. Each of the three majors leads to the Bachelor of Arts degree. In addition, the Department of Fine Arts offers minors in Art and Music.

A Music Handbook and complete curriculum outlines for each major in music and information pertaining to admission to programs, performance requirements, proficiency examinations, etc., are available in the office of the Chair, Department of Fine Arts.

Requirements for a Bachelor of Arts Degree with a Major in Music Education, Sacred Music, or Music.

Major Course Requirements

A Major in Music Education, Sacred Music or Music requires 36 semester hours of music as follows: Primary Applied, 12 hours; Music 105, 106, 205, 206, 305, 306, 325, 326.

Additional Requirements

- (1) Music Education Major-Secondary Applied, 4 hours (Piano Concentration 2 hours of Organ and 2 hours of Voice); Music 245, 246, 347, 348, 445, 446, 447; Select one according to Concentration 349 (Band/Orchestra), 455 (Piano), 457 (Vocal) or 459 (Organ); Select one from Music 248, 255, or 157 according to Concentration and 7 hours of Performance Group according to Concentration. (see "Piano Proficiency") 24 hours.
- (2) Sacred Music Major-Applied Minor, 6-8 hours (Piano Concentration 4 hours of voice and 2 hours of organ), (Organ Concentration 4 hours of voice and 2 hours of piano), (Vocal Concentration 4 hours of piano and 2 hours of Applied Elective or Performance Group), (Non-Keyboard Instrumental Concentration 4 hours of voice and 4 hours of piano); Music 245, 246, 249, 347, 348, 445, 446, 447, 465, 466, 467; Select one according to Concentration 349 (Band/Orchestra), 455 (Piano), 457 (Vocal) or 459 (Organ); Select one from Music 248, 255, or 157 according to Concentration; 8 hours of Performance Group 4 hours in a vocal organization and 4 hours according to Concentration; and Select one of the following: Keyboard/Instrumental Concentration Music 157 and 1 hour of Voice; Vocal Concentration 2 hours of Performance Group, Applied Elective or one hour of each. (see "Piano Proficiency") 35-37 hours.
- (3) Music Major-(Option in Sacred Music/Religion) Secondary Applied, 6-8 hours (Organ Concentration 4 hours of voice and 2 hours of piano), (Piano Concentration 4 hours of voice and 2 hours of organ), (Vocal Concentration 4 hours of piano and 2 hours of Applied Elective or Performance Group), (Non-Keyboard Instrumental Concentration 4 hours of voice and 4 hours of piano); Music 347, 348, 445, 446, 447, 465, 466, 467; Select one according to Concentration 349 (Band/Orchestra), 455 (Piano), 457 (Vocal) or 459 (Organ); Select one from 248, 255, or 157 according to Concentration; 8 hours of Performance Group 4 hours in a vocal organization and 4 hours according to Concentration; Select one of the following: Keyboard/Instrumental

Concentration Music 157 and 1 hour of Voice; Vocal Concentration 2 hours of added Performance Group, Applied Elective or one hour of each. (see "Piano Proficiency") 39-41 hours.

- (4) Music Major-(Options in Performance, Composition, Treatise and Music Major with a Second Major)

The following courses apply to all Options (Performance, Composition, Treatise and Music Major with a Second Major): Applied Secondary, 4 hours (Piano Concentration-2 hours of Voice and 2 hours of Piano); Music 445, 446, 447; Select one according to Concentration 349 (Band/Orchestra), 455 (Piano), 457 (Vocal) or 459 (Organ); Select one from Music 248, 255, or 257 according to Concentration; and 8 hours of Performance Group according to Concentration.

The following courses are specific to each Option: Performance Option — 6 additional hours of Primary Applied. (see "Piano Proficiency") 25 hours. Composition Option — Music 307, 308, 491, and 492. 31 hours. Treatise Option — Music 493, and 494. 25 hours. Music Major with a Second Major Option — Music 493, 494; and 30 hours of courses in an approved Second Major (a Second Major consists of 30 semester hours in a secondary field as approved by the departmental chair of the secondary major). 25 hours.

Minor

- (1) Music Education Major: Education-201, 313, 316, 325, 440 and 450; Psychology 301 or 302 and 303. 24 hours.
- (2) Sacred Music Major Religion:-101, 102, 241, 243, or 333; 243; Psychology 280 or Health 221; and Religious Education 371 or 372 or 373. 15 hours.
- (3) Music Major: (Option in Sacred Music/Religion)-Religion 101, 102; Religious Education 270, either 371, 372 or 373 and 375. 15 hours.
- (4) Music Major: (Options in Performance, Composition, Treatise)-15 hours in courses from the same discipline not directly related to the major or a Interdisciplinary Discipline minor (student may choose any courses listed in the catalog).
- (5) Music Major: (Options in Music Major with Second Major). The Second Major fulfills the required minor.

Piano Proficiency

Each music major is required to pass a piano proficiency examination as an integral part of the overall degree requirements. Non-Piano Concentrations must enroll for piano each semester until the piano proficiency is passed. Four semester hours of an applied minor have been set aside in each curriculum for this purpose. Should the proficiency be passed before completing four hours of piano the Non-Piano Concentration may take the remaining hours in any applied elective or Performance Group.

Performance Group Requirement

Each music major is required to satisfactorily participate in a performing group Fall and Spring semester while enrolled as a full-time student, except the student teaching semester. A minimum of four semesters of satisfactory participation in a performing organization is required for part-time students. A student who requires more than eight semesters to complete a program may make a written request to his/her advisor for exemption from participation in a performance group after ten hours of performance organization credit have been acquired.

Students must enroll in a performance group according to their concentration with the exception of Sacred Music or Sacred Music/Religion: 4 hours of a vocal organization and four hours according to Concentration.

NOTE: The Department of Education requires additional procedures. See related requirements in this catalog under "Department of Education."

Comprehensive Exit Examination

During the senior year a comprehensive exit examination in the areas of music theory, music history and music literature must be passed.

Minors Offered by the Department

A minor in Art requires 15 semester hours including Art 201, 203, 205 or 303 and 225. If 225 is taken as part of the core the student may choose 6 hours of electives. If 225 is used only in the minor the student may choose 3 hours of electives.

A minor in Music requires 18 semester hours including Music 105, 106; 4 semesters of a performing organization (4 hours); and 6 hours of applied music (Jury required) and/or conducting. Four hours of applied music must be in the same area. Recital attendance is required (1/2 of the number of recitals required for music majors) during the semester in which applied music credit is being earned toward the minor (see Music Handbook).

Description of Courses

Art

201, 202. DRAWING I, II

3 semester hours each semester

Beginning experiences in design and drawing fundamentals in black and white, studying landscape, still life, and figure. 3-3-3, 3-3-3.

203, 204. PAINTING I, II

3 semester hours each semester

Instruction in color theory and various media, including water color, pastels, acrylics and mixed media. Prerequisite: Art 201 or permission of instructor. Spring semester. 3-3-3, 3-3-3.

205. THREE DIMENSIONAL DESIGN

3 semester hours

Introduction to clay, relief printing, fiber and sculpture. Helpful to students in Recreation and Christian Education. Art 201 helpful but not required. No prerequisite. Fall semester of odd years. 3-3-3.

225. ART SURVEY

3 semester hours

Introduction to major artists and styles in the history of art. Emphasis on appreciating art in its context and understanding the elements and principles of design. 3-0-3.

- 300. ART FOR THE CLASSROOM TEACHER** **3 semester hours**
Experience with art materials and teaching strategies appropriate for use with children, including laboratory designed for the prospective elementary teacher. Prerequisite: Art 225. 3-0-3.
- 303, 304. WORKING IN CLAY I, II** **3 semester hours**
Instruction in slab, coil and wheel-thrown pottery and free-form clay sculpture. No prerequisite. Fall semester of even years. 3-3-3, 3-3-3.
- 305. CHRISTIANITY AND ART** **3 semester hours**
Survey of major religious art works and their meaning and contemporary significance for the individual and the church. No prerequisite. Spring semester of even years. 3-0-3.
- 308. ART HISTORY SEMINAR** **3 semester hours**
Selected topics for discussion and research with emphasis on Renaissance and nineteenth and twentieth-century artists. Prerequisite: Art 225. 3-0-3.
- 311, 312. ADVANCED STUDIO ART I, II** **3 semester hours each semester**
Continued in-depth experiences in selected media. Prerequisite: Art 201 or permission of instructor. 3-3-3, 3-3-3.
- 495, 496. INDEPENDENT STUDY** **3 semester hours each semester**
Individual problems in art education, studio, and history, subject to the approval of the professor; special topics might include life drawing and printmaking. 0-Independent Study-3, 0-Independent Study-3.

Music

Courses are offered in the field of music to train the student in the essentials of musicianship; to guide the student in the integration of the art of music with the art of living; to coordinate the musical activities of the student in order that both sacred and secular music may be maintained at a high standard of quality; and to prepare the student for graduate or professional training, a teaching career, or the ministry of music in churches.

Key to numbering of Music courses:

General Music courses-The first digit denotes the level of study: 1-Freshman; 2-Sophomore; 3-Junior; 4-Senior. The second digit identifies the area of study: 0-Music Theory; 2-Music History and Literature; 4 and 5-Music Education; 6-Sacred Music; 7 and 8-Performance Groups; 9-Independent Study.

Applied Music courses-The first digit denotes the level of study: 0-Preparatory; 1-Lower Division; 3-Upper Division. The second digit signifies the medium of performance: 0-Piano; 1-Voice; 2-Organ; 3-Brass; 4-Woodwinds; 5-Strings; 6-Percussion; 7-Guitar. The third digit indicates the amount of credit earned in applied music: 1-one hour credit; 2-two hours credit; 3-three hours credit; 4-four hours credit.

(Applied music courses numbered: 001-072 are assigned to Preparatory students.; 101-102 and 121-122 are assigned to Keyboard students who have not passed the Piano Proficiency and 301-304 and 321-324 are assigned to Keyboard students who have passed the Piano Proficiency.; 111-112 are assigned to Voice students who have not passed the Voice Hearing and 311-314 are assigned to Instrumental students who have passed the Voice Hearing.; 131-172 are assigned to

Instrumental students who have not passed the Instrumental Hearing and 331-374 are assigned to Instrumental students who have passed the Instrumental Hearing.)

APPLIED MUSIC

Piano

- 001. Preparatory Piano. 1/2-3-0.
- 002. Preparatory Piano. 1-6-0.
- 101. Lower Division Piano. 1/2-3-1.
- 102. Lower Division Piano. 1-6-2.
- 301. Upper Division Piano. 1/2-3-1.
- 302. Upper Division Piano. 1-6-2.
- 303. Upper Division Piano. 1.5-9-3.
- 304. Upper Division Piano. 2-12-4.

Organ:

- 021. Preparatory Organ. 1/2-3-0.
- 022. Preparatory Organ. 1-6-0.
- 121. Lower Division Organ. 1/2-3-1.
- 122. Lower Division Organ. 1-6-2.
- 321. Upper Division Organ. 1/2-3-1.
- 322. Upper Division Organ. 1/6-2.
- 323. Upper Division Organ. 1.5-9-3.
- 324. Upper Division Organ. 2-12-4.

Woodwinds

- 041. Preparatory Woodwinds. 1/2-3-0.
- 042. Preparatory Woodwinds. 1-6-0.
- 141. Lower Division Woodwinds. 1/2-3-1.
- 142. Lower Division Woodwinds. 1-6-2.
- 341. Upper Division Woodwinds. 1/2-3-1.
- 342. Upper Division Woodwinds. 1-6-2.
- 343. Upper Division Woodwinds. 1.5-9-3.
- 344. Upper Division Woodwinds. 2-12-4.

Percussion:

- 061. Preparatory Percussion. 1/2-3-0.
- 062. Preparatory Percussion. 1-6-0.
- 161. Lower Division Percussion. 1/2-3-1.
- 162. Lower Division Percussion. 1-6-2.
- 361. Upper Division Percussion. 1/2-3-1.
- 362. Upper Division Percussion. 1-6-2.
- 363. Upper Division Percussion. 1.5-9-3.
- 364. Upper Division Percussion. 2-12-4.

Voice:

- 011. Preparatory Voice. 1/2-3-0.
- 012. Preparatory Voice. 1-6-0.
- 111. Lower Division Voice. 1/2-3-1.
- 112. Lower Division Voice. 1-6-2.
- 311. Upper Division Voice. 1/2-3-1.
- 312. Upper Division Voice. 1-6-2.
- 313. Upper Division Voice. 1.5-9-3.
- 314. Upper Division Voice. 2-12-4.

Brass:

- 031. Preparatory Brass. 1/2-3-0.
- 032. Preparatory Brass. 1-6-0.
- 131. Lower Division Brass. 1/2-3-1.
- 132. Lower Division Brass. 1-6-2.
- 331. Upper Division Brass. 1/2-3-1.
- 332. Upper Division Brass. 1-6-2.
- 333. Upper Division Brass. 1.5-9-3.
- 334. Upper Division Brass. 2-12-4.

Strings:

- 051. Preparatory Strings. 1/2-3-0.
- 052. Preparatory Strings. 1-6-0.
- 151. Lower Division Strings. 1/2-3-0.
- 152. Lower Division Strings. 1-6-0.
- 351. Upper Division Strings. 1/2-3-1.
- 352. Upper Division Strings. 1-6-2.
- 353. Upper Division Strings. 1.5-9-3.
- 354. Upper Division Strings. 2-12-4.

Guitar:

- 071. Preparatory Guitar. 1/2-3-0.
- 072. Preparatory Guitar. 1-6-0.
- 171. Lower Division Guitar. 1/2-3-1.
- 172. Lower Division Guitar. 1-6-2.
- 371. Upper Division Guitar. 1/2-3-1.
- 372. Upper Division Guitar. 1-6-2.
- 373. Upper Division Guitar. 1.5-9-3.
- 374. Upper Division Guitar. 2-12-4.

Music Theory

- 103, 104. BASIC MUSIC THEORY** **1 semester hour each semester**
 Introduces basic skills of making music-pitch notation, scales, intervals, note values, time signatures, meter, sight-singing, rhythmic drills, and rudimentary keyboard skills. Designed for those with little or no previous experience on a keyboard instrument or in music reading skills. 1-1-1, 1-1-1.
- 105, 106. MUSIC THEORY I AND II** **4 semester hours each semester**
 Introduces the elements of music, primary and secondary triads, four-part writing procedures with suitable ear training, sight-singing, and keyboard assignments. Covers various aspects of musical form, melody, rhythm, harmony, figured bass and music analysis. Computer interaction is required. Prerequisite: Permission of instructor. 3-2-4, 3-2-4.
- 205. MUSIC THEORY III** **3 semester hours**
 The integrated study of chromatic harmony and modulation to all keys. A continuation of areas begun in first year theory with additional emphasis on analysis and composition in smaller forms. 2-2-3.
- 206. MUSIC THEORY IV** **3 semester hours**
 A survey of modern trends and thought from Post-/Romanticism to the present, including electronic music. Includes ear training, analysis, and composition in each style studied. 2-2-3.
- 305. COUNTERPOINT** **2 semester hours**
 Further examination of linear writing and combination of contrapuntal voices in the Baroque period. Composition and analysis are required in period. Fall semester. 2-0-2.
- 306. ORCHESTRATION** **2 semester hours**
 A basic course in writing and arranging for band and orchestral instruments. Includes a study of the characteristics of most woodwind, brass, string, and percussion instruments with an emphasis on problems for beginner and intermediate players; writing for various combinations of instruments in family and heterogeneous groups; score writing; and some insights into writing for full band and orchestra. Spring semester. 2-0-2.
- 307, 308. COMPOSITION I AND II** **3 semester hours each semester**
 Individual instruction in traditional and modern compositional techniques. Students will be required to create original compositions under the guidance of the instructor. When possible, performance of student compositions will be arranged. Prerequisite Music 206. O-Tutorial-3; O-Tutorial-3.

Music History and Literature

- 225. MUSIC SURVEY** **3 semester hours**
 A course in understanding the elements of music and surveying selected music literature and major composers for the non-music major, including listening and the analysis of various compositions. Some concert attendance will be required. 3-0-3.
- 226. MUSIC LITERATURE** **3 semester hours**
 Survey of the music literature of the various historical periods leading to in-depth study of Music History, touching on aspects of musical form, analysis, and listening. Offered in Spring semester. Prerequisites: MUSC 105 and 106. 3-0-3.

- 325, 326. MUSIC HISTORY I AND II** **3 semester hours each semester**
 A study of the history of Western music, from its beginnings through the contemporary period. Prerequisite: ENGL 102 (325 is a Writing Level II course) and MUSC 226. 3-0-3, 3-0-3. WL II

Music Education

- 145, 146. PIANO CLASS I AND II** **1 semester hour each semester**
 Group instruction of piano for beginning students. Materials appropriate for accompanying, improvisation, sight-singing, and transposition are included. 2-3-1, 2-3-1.
- 147, 148. VOICE CLASS I AND II** **1 semester hour each semester**
 Two semesters of progressive study designed for the student desiring a basic knowledge of voice production in speech and song. 2-3-1, 2-3-1.
- 149, 150. GUITAR CLASS I AND II** **1 semester hour each semester**
 Group instruction for beginning and intermediate students of guitar. Emphasis is placed on reading music to play simple melodies and chordal accompanying.
- 157. VOICE DICTION** **1 semester hour**
 A survey guide to the diction of English, Italian, Ecclesiastical Latin, French and German with emphasis on sung, spoken, and written exercises as they apply to vocal solo and choral music. Spring semester. 2-0-1.
- 245. BRASS AND PERCUSSION CLASS** **1 semester hour**
 Elementary instruction in the techniques of playing instruments in the brass and percussion families. Fall semester. 2-1-1.
- 246. STRINGS AND WOODWINDS CLASS** **1 semester hour**
 Elementary instruction in the techniques of playing instruments in the string and woodwind families. Spring semester. 2-1-1.
- 248. MARCHING BAND TECHNIQUES** **1 semester hour**
 Marching styles, problems of teaching marching, plotting halftime shows, and instruction in contest and parade participation. Spring semester of odd years. 1-0-1.
- 249. HANDBELLS** **1 semester hour**
 Elementary techniques of playing handbells and of conducting handbell ensembles. Open to all students who have had one year of music theory or its equivalent. Spring semester of even years. 2-2-1.
- 255. INTRODUCTION TO ACCOMPANYING** **1 semester hour**
 Introduction to vocal, choral, and instrumental accompaniment, including technical and musical instruction. Each student will accompany one performer during the semester. Spring semester of odd years. 1-1-1.
- 345. MUSIC EDUCATION SKILLS** **1 semester hour**
 Provides background in theory and instrumental skills for classroom teachers. No previous experience necessary. Includes piano, autoharp chording, conducting, singing fundamentals, and recorder. 2-2-1.
- 346. MUSIC FOR THE CLASSROOM TEACHER** **3 semester hours**
 Practical application of skills acquired in MUSC 345. Examination of basal music series and other music teaching methods. Expanded experience with instruments and actual teaching experience in local schools are included. Prerequisite: MUSC 345 or demonstration of proficiency. 3-0-3.
- 347. ELEMENTARY MUSIC EDUCATION** **2 semester hours**
 Materials and methods for music specialists. Teaching and supervision of music programs for elementary schools, based on developmental knowledge of music concepts through musical activities. Fall semester. 2-0-2.

- 348. SECONDARY MUSIC EDUCATION 2 semester hours**
Materials and methods for the development of music programs for junior and senior high schools, including discipline, curriculum, budgeting, techniques for general music; instrumental and vocal classes, and job placement. Spring semester. 2-0-2.
- 349. INSTRUMENTAL METHODS AND LITERATURE 2 semester hours**
The teaching and supervision of music as it relates to the junior and senior high school instrumental program. Included is preparation for contests and public performances, recruitment of instrumentalists, their literature and pedagogical techniques for beginning instrumentalists. Fall semester of even years. 2-0-2.
- 445. CONDUCTING FUNDAMENTALS 1 semester hour**
An introduction to the fundamentals of conducting. Prerequisites: MUSC 105-106 or equivalent. Fall semester. 1-1-1.
- 446. CHORAL CONDUCTING 2 semester hours**
Conducting and choral rehearsal techniques appropriate to school and church choral groups, emphasizing student conducting experience. Prerequisite: MUSC 445. Spring semester. 2-0-2.
- 447. INSTRUMENTAL CONDUCTING 1 semester hour**
A study of instrumental conducting as it relates to the conducting of modern bands and orchestras, including history, technique (baton and instrumental), foreign terminology, score study and analysis. Prerequisite: MUSC 445. Spring semester. 1-1-1.
- 455. PIANO PEDAGOGY 2 semester hours**
Methods and materials appropriate for private and group instruction of children or adults from beginners to intermediate level. Each student will teach one beginning piano student under supervision. Spring semester of even years. 2-1/2-2.
- 457. VOCAL PEDAGOGY 2 semester hours**
A study of methods and materials for the teaching of private and class voice. Supervision of class participants in required teaching of private voice lessons. Fall semester of even years. 2-1-2.
- 459. ORGAN PEDAGOGY 2 semester hours**
A comprehensive survey of organ literature, the history of organ construction and development, and a study of the basic principles of private organ instruction. 2-0-2.

Sacred Music

- 465. HYMNOLOGY 3 semester hours**
A study of church history and congregational worship music from A.D.700 through the contemporary period. Offered in the fall of even years. 3-0-3.
- 466. CHURCH MUSIC ADMINISTRATION 3 semester hours**
Practical study of organization and administration of a church music ministry emphasizing the minister of music's role as minister, church staff member, educator, promoter, and administrator. Offered in the fall of odd years. 3-0-3.
- 467. CHURCH MUSIC SEMINAR AND FIELD WORK 3 semester hours**
Philosophy, observation and participation in the administration of a church music program. May be taken only concurrently with or after completing Music 466. Offered in the Spring of even years. 1-4-3.

Performance Groups

(Freshmen and sophomores should register for the 100 number; juniors and seniors should register for the 300 number.)

- 170, 370. CONCERT CHOIR** **1 semester hour each semester**
A mixed touring chorus of select voices determined by auditions held in the Spring of the preceding school year. Open to all students of the university. 0-3-1, 0-3-1.
- 175, 375. CHORALE** **1 semester hour each semester**
A large choral group which prepares programs of sacred and secular music for presentation on campus and in area churches. Open to all students of the university without audition. 0-2-1, 0-2-1.
- 178, 378. OPERA THEATRE** **1 semester hour each semester**
Participation in operatic productions giving the singer an opportunity to perform roles in works ranging from chamber opera to standard operatic literature. Open to all students, the director's approval is required before registering. 0-Production-1.
- 185, 385. SYMPHONIC BAND** **1 semester hour each semester**
The Symphonic Band is the main instrumental (wind) ensemble of the university. Emphasis is on the performance of quality wind literature. This is the mandatory ensemble for instrumental music majors, but non-music major participation is encouraged. 0-2-1, 0-2-1.
- 187, 387. PEP BAND** **1 semester hour each semester**
The Pep Band serves the university community in a supportive capacity with responsibilities for fostering school spirit at athletic events. The Pep Band is open to all interested instrumentalists at the university. 0-3-1, 0-3-1.
- 186, 386. ORCHESTRA** **1 semester hour each semester**
A semi-professional orchestra open to all students of the university as well as residents of the community by audition. The orchestra is a member of the American Symphony Orchestra League. Approval of the director is required before registering. 0-2-1, 0-2-1.

Independent Study

- 491, 492. COMPOSITION PREPARATION III AND IV** **3 semester hours each semester**
Required for Liberal Arts Majors (Composition Option). Prerequisites: Music 307, 308. 0-Preparation-3, 0-Preparation-3.
- 493, 494. TREATISE PREPARATION I AND II** **3 semester hours each semester**
Required for Liberal Arts Majors (Treatise Option). 0-Preparation-3, 0-Preparation-3.
- 495, 496. INDEPENDENT STUDY** **1-3 semester hours each semester**
Supervised study program in a field of special interest. Prerequisite: approval of department chair and instructor. 0-Independent Study-3, 0-Independent Study-3.



Department of Foreign Languages and Literature

Chair: Professor Morgan

Professor: M. Taylor

Associate Professors: M. Lutz, Parsons

Assistant Professor: Cox, Selph

Instructor: Barreto

Goals and Objectives

The purpose of the Department of Foreign Languages and Literature is to teach students communicative skills in a foreign language that will enable them to develop an appreciation and knowledge of another culture and its literature.

The educational objectives of the French and Spanish programs are to graduate majors who can demonstrate:

- (1) proficiency in listening to, speaking, reading, and writing the French or Spanish language;
- (2) knowledge about French/Spanish literature;
- (3) knowledge about French/Spanish culture and history.

The educational goals of the American Sign Language (ASL) program are to graduate majors who can demonstrate:

- (1) proficiency in receptive and expressive ASL;
- (2) knowledge about Deaf Literature;
- (3) knowledge about Deaf Culture and history.

The objectives of the major in French or Spanish with teacher licensure are to prepare teacher candidates to

- (1) understand all aspects of the French/Spanish language well enough to be able to explain and model the component skills for students;
- (2) teach French/Spanish literature so that it is meaningful to students and related to other areas of study such as history and geography,
- (3) teach French/Spanish culture in such a way as to help students develop a broadened world view and an appreciation of the varied cultures of the world;
- (4) plan, implement, and evaluate instruction in educationally sound ways; and
- (5) select and use the appropriate methodologies and materials for students of different ages, interests, and backgrounds.

A student may earn a Bachelor of Arts degree in French, Spanish, or American Sign Language (ASL). In addition to the major, a student may earn credits for

teacher certification in French or Spanish. Students who have had two years of French, Spanish, or ASL in high school may begin with an intermediate course (201, 211) if a satisfactory score is received on the placement test.

French Major Requirements

A major in French requires French 303 and 304. (At the discretion of the Department, a student majoring in French may be permitted to substitute other French literature courses for 303 and/or 304.) The additional 24 hours may be selected in consultation with the major professor from French courses above the elementary level.

Minor

The minor must be taken in one discipline other than the major. A student majoring in French may elect to complete a minor in Spanish by completing any 15 hours in Spanish.

French Major with Teacher Licensure

A major in French with preparation for K-12 teacher licensure shall complete the following courses: French 211, 303, 304, 305, in addition to 15 semester hours chosen from the following: 201, 202, 212, 301, 302, 306, 307, 308, 311, 312.

Other required courses for teacher candidates are: Psychology 302, Psychology 303, French 332 (methods/practicum K-6), French 335 (methods/practicum 6-9), and French 338 (methods/practicum 9-12).

Minor for French Major with Teacher Licensure

The education minor consists of Education 201, 301, 316, 325, 440, 432, and 450.

Spanish Major Requirements

A major in Spanish requires Spanish 303 and 304. (At the discretion of the Department, a student majoring in Spanish may be permitted to substitute other Spanish literature courses for 303 and/or 304.) The additional 24 hours may be selected in consultation with the major professor from Spanish course above the elementary level.

Minor

The minor must be taken in one discipline other than the major. A student majoring in Spanish may elect to complete a minor in French by completing any 15 hours in French.

Spanish Major with Teacher Licensure

A major in Spanish with preparation for K-12 teacher licensure shall complete the following courses: Spanish 211, 303, 304, 305, in addition to 15 semester hours chosen from the following: 201, 202, 212, 301, 302, 306, 307, 308, 311, 312.

Other required courses for teacher candidates are: Psychology 302, Psychology 303, Spanish 332 (methods/practicum K-6), Spanish 335 (methods/practicum 6-9), and Spanish 338 (methods/practicum 9-12).

Minor for Spanish Major with Teacher Licensure

The education minor consists of Education 201, 301, 316, 325, 432, 440, and 450.

American Sign Language (ASL) Major

A major in ASL requires 101, 102, 201, 202, (or 211) 301, 302, 305 and Sociology 400 (Minority Groups). The additional 12 hours may be selected in consultation with the major professor from ASL courses above the elementary year

Minor for American Sign Language (ASL)

A student majoring in ASL may elect to complete a minor in interpreter training by completing the courses listed as Interpreting Minor or a student may elect to complete a minor in one discipline other than the major.

Minors offered by the Department

A minor in French requires any 15 hours in French. A minor in Spanish requires any 15 hours in Spanish. A minor in American Sign Language requires 15 hours in ASL including 305. A minor in Classical Languages requires any 15 hours in Classical Language courses. A minor in Foreign Language requires any 15 hours offered by the Department. A minor in American Sign Language interpreting requires interpreting courses 303, 304, 403, 404 and English 363. Advanced placement credit for elementary level courses (101-102) may not count toward a minor.

Teaching endorsement in Foreign Languages (Grades K-6)

French

A total of 22 hours is required for an endorsement in French, with 14 of them in upper-level courses. The following courses are recommended for the best preparation for teaching: French 211, 212, 301, 303 (or 307), 305, 332, 335. (French 212 counts in the 14 hours of upper-level courses.) Substitutions may be made with the approval of the Department. Professional courses must include one course each in practicum/methods K-6 and 6-9.

Spanish

A total of 22 hours is required for an endorsement in Spanish, with 14 of them in upper-level courses. The following courses are recommended for the best prepa-

ration for teaching: Spanish 211, 212, 301, 303 (or 307), 305, 332, 335 (Spanish 212 counts in the 14 hours of upper-level courses.) Substitutions may be made with the approval of the Department. Professional courses must include one course each in practicum/methods K-6 and 6-9.

Description of Courses

French

- 101,102. ELEMENTARY FRENCH I AND II** 3 semester hours each semester
3-5-3, 3-5-3.
- 201,202. INTERMEDIATE FRENCH I AND II** 3 semester hours each semester
Prerequisite: French 102 or satisfactory score on placement test. 3-5-3, 3-5-3.
- 211,212. INTENSIVE ORAL FRENCH I AND II** 6 semester hours each semester
Oral and written work in the language with emphasis on the spoken language.
Prerequisite: French 102 or satisfactory score on placement test. 6-4-6, 6-4-6.
- 300. ASPECTS OF FRENCH CULTURE AND LANGUAGE** 3 semester hours
Selected topics of Francophile culture, with an introduction to basic vocabulary and sound system. Conducted in English. No prior knowledge of French is required.
Does not count toward the major. 3-0-3
- 301,302. ADVANCED FRENCH GRAMMAR, COMPOSITION, AND CONVERSATION I AND II** 3 semester hours each semester
Oral and written work in the language with training in the acquisition of an active idiomatic French vocabulary. Prerequisite: French 202,211 or permission of Department. 3-0-3, 3-0-3.
- 303. SURVEY OF FRENCH LITERATURE I** 3 semester hours
The literature of France from the Old French period to the beginning of the Nineteenth Century. Prerequisite: French 202, 211 or permission of Department. 3-0-3. WLII
- 304. SURVEY OF FRENCH LITERATURE II** 3 semester hours
The literature of France from the beginning of the Nineteenth Century to the present. Prerequisite: French 202, 211 or permission of Department. 3-0-3. WLII
- 305. FRENCH CIVILIZATION I** 3 semester hours
French history and civilization from early times to the present, with emphasis on continental France. Prerequisite: French 102 or permission of Department. 3-0-3
- 306. FRENCH CIVILIZATION II** 3 semester hours
French history and civilization with emphasis on Francophone cultures outside continental France. Prerequisite: French 102 or permission of Department. 3-0-3
- 307. SEMINAR IN 19TH CENTURY** 3 semester hours
Reading and discussion of selected works and literary movements. Extensive written and oral work in French. Prerequisite: French 202, 211 or permission of Department. 3-0-3
- 308. SEMINAR IN 20TH CENTURY** 3 semester hours
Reading and discussion of selected works and literary movements. Extensive written and oral work in French. Prerequisite: French 202, 211 or permission of Department. 3-0-3
- 311,312. FRENCH CONVERSATION ABROAD I AND II** 3 semester hours each semester

Extensive formal and informal training in French conversation in a living French setting. Offered as a summer program only in a French-speaking country. Lecture-Travel-3, Lecture-Travel-3. Prerequisite: French 211 or permission of Department.

- 401, 402. READING AND RESEARCH I AND II 3 semester hours each semester**
Extensive reading of French literature. Study of bibliography and research techniques. Open to outstanding seniors by permission of Department. 3-0-3, 3-0-3
- 495, 496. INDEPENDENT STUDY I AND II 3 semester hours each semester**
Designed to enable a senior or junior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3. (Offered only for French majors.)

Greek

- 101, 102. ELEMENTARY NEW TESTAMENT GREEK I AND II 3 semester hours each semester**
A study of Koine Greek. 3-0-3, 3-0-3.
- 201, 202. INTERMEDIATE NEW TESTAMENT GREEK I AND II 3 semester hours each semester**
Prerequisite: Greek 102. 3-0-3, 3-0-3.
- 301,302. ADVANCED NEW TESTAMENT GREEK I AND II 3 semester hours each semester**
Selections in the Pauline Epistles. Prerequisite: Greek 202 3-0-3, 3-0-3.
- 495,496. INDEPENDENT STUDY I AND II 3 semester hours each semester**
Selections from all books of the New Testament. Prerequisite: Greek 302. 0-Independent Study-3, 0-Independent Study-3.

Biblical Hebrew

- 201, 202. ELEMENTARY HEBREW I AND II 3 semester hours each semester**
A study of the grammar, syntax, and vocabulary of classical Hebrew as reflected in the Old Testament. This study will include the reading of sample texts from the Hebrew Old Testament. Prerequisite: Greek 102. 3-0-3, 3-0-3.
- 301, 302. INTERMEDIATE HEBREW I AND II 3 semester hours each semester**
The continuation of the study of grammar, syntax, and vocabulary of the Hebrew language as reflected in the Old Testament. This study will concentrate on the reading of prophetic, poetic, and legal texts from the Hebrew Old Testament. Prerequisite: Hebrew 202. 3-0-3, 3-0-3.

Spanish

- 101, 102. ELEMENTARY SPANISH I AND II 3 semester hours each semester**
3-5-3, 3-5-3.
- 201, 202. INTERMEDIATE SPANISH I AND II 3 semester hours each semester**
Prerequisite: Spanish 102 or satisfactory score on placement test. 3-5-3, 3-5-3.
- 211, 212. INTENSIVE ORAL SPANISH I AND II 6 semester hours each semester**
Oral and written work in the language with emphasis on the spoken language. Prerequisite: Spanish 102 or satisfactory score on placement test. 6-4-6, 6-4-6.
- 300. ASPECTS OF SPANISH CULTURE AND LANGUAGE 3 semester hours**
Selected topics of Hispanic culture, with an introduction to basic vocabulary and sound system. Conducted in English. No prior knowledge of Spanish is required. Does not count toward the major. 3-0-3

- 301, 302. ADVANCED SPANISH GRAMMAR, COMPOSITION, AND CONVERSATION I AND II** **3 semester hours each semester**
 Oral and written work in the language with training in the acquisition of an active idiomatic Spanish vocabulary. Prerequisite: Spanish 202, 211 or permission of Department. 3-0-3, 3-0-3.
- 303, 304. SURVEY OF SPANISH LITERATURE I AND II** **3 semester hours each semester**
 The literature of Spain from the Old Spanish period to the present. Prerequisite: Spanish 202, 211 or permission of Department. 3-0-3, 3-0-3.
- 305. SPANISH CIVILIZATION I** **3 semester hours each semester**
 Spanish history and civilization from early times to the present. Prerequisite: Spanish 202, 211 or permission of Department. 3-0-3.
- 306. SPANISH AMERICAN CIVILIZATION AND CULTURE** **3 semester hours**
 Spanish American history and civilization from colonial times to the present. Prerequisite: Spanish 202, 211 or permission of Department. 3-0-3.
- 307. SEMINAR IN 19TH CENTURY** **3 semester hours**
 Reading and discussion of selected works and literary movements. Extensive written and oral work in Spanish. Prerequisite: Spanish 202, 211 or permission of Department. 3-0-3
- 308. SEMINAR IN 20TH CENTURY** **3 semester hours**
 Reading and discussion of selected works and literary movements. Extensive written and oral work in Spanish. Prerequisite: Spanish 202, 211 or permission of Department. 3-0-3
- 311, 312. SPANISH CONVERSATION ABROAD I AND II** **3 semester hours each semester**
 Extensive formal and informal training in Spanish conversation in a living Spanish setting. Offered as a summer program only in a Spanish-speaking country. Lecture-Travel-3, Lecture-Travel-3. Prerequisite: Spanish 211 or permission of Department
- 401, 402. READING AND RESEARCH I AND II** **3 semester hours each semester**
 Extensive reading of Spanish literature. Study of bibliography and research techniques. Open to outstanding seniors by permission of Department. 3-0-3, 3-0-3
- 495, 496. INDEPENDENT STUDY I AND II** **3 semester hours each semester**
 Designed to enable a senior or junior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.(Offered only to Spanish majors.)

Foreign Language Education

French

- 332,333,334. PRACTICUM/METHODS K-6** **2 semester hours each semester**
 Special consideration is given to methods, materials, and techniques of teaching French in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. 1-1-2, 1-1-2, 1-1-2
- 335,336,337. PRACTICUM/METHODS 6-9** **2 semester hours each semester**
 Special consideration is given to methods, materials, and techniques of teaching French in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. 1-1-2, 1-1-2, 1-1-2

338,339,340. PRACTICUM/METHODS 9-12

2 semester hours each semester

Special consideration is given to methods, materials, and techniques of teaching French in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. 1-1-2, 1-1-2, 1-1-2

Spanish

332,333,334. PRACTICUM/METHODS K-6

2 semester hours each semester

Special consideration is given to methods, materials, and techniques of teaching Spanish in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. 1-1-2, 1-1-2, 1-1-2

335,336,337. PRACTICUM/METHODS 6-9

2 semester hours each semester

Special consideration is given to methods, materials, and techniques of teaching Spanish in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. 1-1-2, 1-1-2, 1-1-2

338,339,340. PRACTICUM/METHODS 9-12

2 semester hours each semester

Special consideration is given to methods, materials, and techniques of teaching Spanish in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. 1-1-2, 1-1-2, 1-1-2

American Sign Language

101, 102. ELEMENTARY ASL I AND II

3 semester hours each semester

3-1-3, 3-1-3

112. ASL LAB

1 semester hour

Lab designed to enhance student's ASL vocabulary and receptive skills. 0-2-1.
Prerequisite ASL: 102 0-2-1

201, 202. INTERMEDIATE ASL I AND II

3 semester hours each semester

Prerequisite: ASL 102 or satisfactory score on placement test. 3-1-3, 3-1-3

211, 212. INTENSIVE ASL I AND II

3 semester hours

Prerequisite: 102 or satisfactory score on placement test. Expressive and receptive work in ASL with an emphasis on expressive signing. 6-4-6, 6-4-6

301, 302. ADVANCED ASL I AND II

3 semester hours each semester

Prerequisite: 202 Course focuses on complex grammatical structures including but not limited to sentence structure, classifiers, locative, and pluralization. 3-0-3, 3-0-3.

305. DEAF CULTURE

3 semester hours

Prerequisite: ASL 201, Sociology 201 or permission of Department. an indepth study of culture and the Deaf community. Topics include language use, traditions, norms and values. 3-0-3

400. MINORITY GROUPS (SOCIOLOGY 400)

3 semester hours

A study of present-day and cultural minorities with emphasis on scientific facts about race and on changing attitudes and policies. 3-0-3

401. DISCOURSE IN ASL

3 semester hours

Prerequisite: 301 or permission of Department. Course focuses on expressive and receptive ASL, conversational development, and formal and informal presentation. 3-0-3

- 402. DEAF LITERATURE AND FOLKLORE 3 semester hours**
Prerequisite: 301 or permission of Department. A study of literature about Deaf people and by Deaf authors and poets. Areas of study will include poetry, plays, and folklore. 3-0-3
- 340. SOCIAL CHANGE (SOCIOLOGY 340) 3 semester hours**
An examination of social systems within the framework of functional and conflict theory with particular emphasis upon the planning of social change. 3-0-3
- 495. INTERNSHIP 6 semester hours**
Prerequisite: 301 or Interpreting 303 or permission of Department. Designed to enable student to receive extensive immersion in ASL or interpreting with members of the Deaf community through work placement. The internship requirement is met after two hundred hours of placement. 0-Internship-6

Interpreting Minor

- 303. FUNDAMENTALS AND THEORIES 3 semester hours**
Prerequisite: ASL 301. Course focuses on interpreting as a profession. Topics include the history, process, models, and ethics of interpreting.
- 304. PRINCIPLES OF EDUCATIONAL INTERPRETING 3 semester hours**
Prerequisite: ASL 301. Co-requisite 303. An introduction to the unique situation of educational interpreting. Topics include elementary and secondary school interpreting, ethical applications, legal issues and tutoring/notetaking strategies. 3-0-3
- 403. INTERPRETING FOR SPECIAL POPULATIONS 3 semester hours**
Prerequisite: ASL 302 and Interpreting 303. Topics include interpreting for Deaf person with vision impairments, minimal languages development, physical difficulties, and age related issues. 3-0-3
- 404. SIGN IN APPLICATION 3 semester hours**
Prerequisite: ASL 302 and Interpreting 303. Topics include interpreting for Deaf person with vision impairments, minimal languages development, physical difficulties, and age related issues. 3-0-3
- 363. DEVELOPMENT AND STRUCTURE OF THE ENGLISH LANGUAGE (ENGLISH 363) 3 semester hours**
Theories of language and its development. Includes etymology, phonology, morphology, and dialects. 3-0-3



Department of Health Education and Physical Education

Dean, School of Education: Professor Hunt

Chair: Professor Tubbs

Associate Professor: Chandler,

Assistant Professors: Fish, N. Griggs, K. Jones, C. Miller, R. Scruggs

Instructors: Bohannon, Gerber, Giesy, Knight, Parker, T. Setzer, Ledford

The purpose of the Health Education and Physical Education Department is to provide opportunities for the development of the physical, mental, social, and spiritual well-being of those students preparing for a career in a field relating to health education or physical education.

Graduates of the undergraduate Health Education and Physical Education program will have fulfilled specific professional departmental requirements in addition to required coursework and will be:

- (1) professionally prepared on the undergraduate level for teacher certification (K-12) in health education (Specialist) or physical education;
- (2) prepared for professional careers in health, physical education, or athletic training
- (3) knowledgeable in the development of social, intellectual, methodological, research and assessment skills to facilitate successful functioning in professional health and physical education careers;
- (4) able to identify, evaluate and demonstrate responsibility concerning optimal health in the areas of physical fitness, lifetime sports skills, personal health habits and behaviors;

The teacher training program in the department seeks to graduate students who:

- (1) demonstrate knowledge and skills in health education or physical education areas;
- (2) understand and apply the knowledge of the nature of the learner and the learning process;
- (3) possess the skills to formulate objectives, select materials, use appropriate teaching strategies, and evaluate learning;
- (4) utilize effective communication skills in teaching interactions and in consultation and collaborative relationships;
- (5) understand the role of the educator as theorist and practitioner and;
- (6) realize the need for lifelong, professional learning.

Students seeking teacher licensure are required to obtain minimum scores on Praxis I (PPST) or the National Teachers Examination (NTE). Other requirements include admission to teacher education, teacher education requirements, and student teaching requirements (See Department of Education).

Enrollment in any of the department's professional classes is limited to students who have declared the intent to major or minor in one of the department's courses of study. Exceptions to this policy can be granted only by the department chair or the course professor.

Physical Education Major with Teacher Licensure

The Basic Course Requirements must be satisfied.

A major in Physical Education with preparation for teacher licensure (K-12) requires 42 semester hours of Health/Physical Education courses. Required courses are Physical Education 211, 235, 301, 331, 335, 341, 342, 402, 406, 408, 409, Health 321, 422, and 3 health hours (400 level).

Minor

Physical Education majors (teacher licensure) are required to complete a minor in professional education which includes Education 201, 301, 325, 450, Psychology 302 and 303 and Physical Education 432.

Additional Requirements

Biology 203 (Human Anatomy and Physiology I), Biology 204 (Human Anatomy and Physiology II).

Physical Education Major Requirements

The Basic Course Requirements must be satisfied.

A major in Physical Education requires 36 semester hours, including Physical Education 211, 235, 301, 331, 335, 341, 342, 402, 406, 408, 409, and Health 422.

Minor

Physical Education majors are required to complete any minor offered by the University.

Additional Requirements

Biology 204 (Human Anatomy and Physiology II).

Health Education Major with Teacher Licensure

Health Specialist

The Basic Course Requirements must be satisfied.

A major in Health Education with preparation for teacher licensure (K-12) requires 42 semester hours, including Health 222, 223, 224, 319, 320, 321, 322, and 422. Twelve additional hours must be taken on the 400 level. Six elective hours are allowed in the major.

Minor

Health Education majors (teacher licensure) are required to complete a minor in professional education which includes Education 201, 301, 325, 450, Psychology 302, 303 and Physical Education 432.

Additional Requirements

Biology 203 (Human Anatomy and Physiology I), and Biology 204 (Human Anatomy and Physiology II).

Health Education Major Requirements

The Basic Course Requirements must be satisfied.

A major in Health Education requires 30 semester hours, including Health 222, 223, 224, 319, 321, 322, 400, 401, 422, and 433.

Minor

Health Education majors are required to complete any minor offered by the University.

Additional Requirements

Biology 204 (Human Anatomy and Physiology II).

Athletic Training Major Requirements

The basic core requirements must be satisfied. A major in Athletic Training requires 36 semester hours, including Athletic Training 225, 325, 326, 340, 402, 404, 430, Physical Education 335, 406, 408, and Health 224 and 422.

Minor

Athletic Training majors are required to complete any-minor offered by the University.

Additional Requirements

Biology 203 (Human Anatomy and Physiology I), and Biology 204 (Human Anatomy and Physiology II).

Minors Offered by the Department

A minor in Health Education requires 18 semester hours, including Health 222, 319, 321, 400, 401, 433.

A minor in Coaching requires 18 semester hours, including Physical Education 335, 336, 401, 406, 410, Health 222.

A minor in Physical Education requires 18 semester hours, including Physical Education 221, 341 or 342, 406, 408, 410, and Health 222 or 422..

Description of Courses

Physical Education Activity Courses

Water Safety Skills and Fitness

101.	SWIMMING/AEROBICS 0-2-1.	1 semester hour
102.	SWIMMING/JOGGING 0-2-1.	1 semester hour
103.	SWIMMING/SWIMMING 0-2-1.	1 semester hour
104.	SWIMMING/WEIGHT TRAINING 0-2-1.	1 semester hour

Lifetime Sport Skills

200.	FITNESS ACTIVITIES 0-2-1.	1 semester hour
201.	TENNIS AND BADMINTON 0-2-1.	1 semester hour
202.	TEAM SPORTS 0-2-1.	1 semester hour
203.	RECREATIONAL SWIMMING 0-2-1.	1 semester hour
204.	RECREATIONAL DANCE 0-2-1.	1 semester hour
205.	CONDITIONING AND WEIGHT-TRAINING 0-2-1.	1 semester hour
206.	GOLF AND BOWLING 0-2-1.	1 semester hour
207.	AEROBIC ACTIVITIES 0-2-1.	1 semester hour
208.	HANDBALL/RACQUETBALL 0-2-1.	1 semester hour
209.	SKIING 0-2-1	1 semester hour
210.	JUDO / SELF DEFENSE 0-2-1.	1 semester hour

Physical Education

211.	INTRODUCTION TO PHYSICAL EDUCATION An overview of the field of physical education with emphasis placed on history and on current issues related to the discipline. 3-0-3. (Fall)	3 semester hours
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Department of Health Education and Physical Education/137

- 235. MOTOR LEARNING** **3 semester hours**
A study of basic concepts applicable to motor skill acquisition. Areas of study include variables effecting the learner (e.g., perception, attention, memory) and the learning environment (e.g., knowledge of results, practice, transfer of learning). 3-0-3.(Spring)
- 301. SCHOOL ACTIVITIES** **3 semester hours**
Methods, materials and techniques for instruction in recognizing, identifying, and applying a planned, sequential program in elementary physical education. A field experience is required. 3-1-3 (Fall, Spring)
- 302. METHODS IN TEACHING SWIMMING AND LIFESAVING** **3 semester hours**
Red Cross Lifesaving and Water Safety Instructor certification. Will substitute for any 100 level requirement. A field experience is required. 3-1-3.
- 303. INTRAMURALS** **2 semester hours**
Principles and ideas to effectively organize and administer intramural sports programs in various school settings. A field experience is required. 2-1-2
- 309. OFFICIATING** **2 semester hours**
Theories and techniques , both general and sport specific, designed to orient the student to the field of sports officiating. A field experience is required. 2-1-2.
- 310. OUTDOOR EDUCATION** **3 semester hours**
Designed to provide the student with practical knowledge as it relates to camping, hiking, backpacking and related basic wilderness survival skills. Fees may apply. A field experience is required. 3-1-3.(Spring, even years)
- 331. CREATIVE MOVEMENT (K-12)** **3 semester hours**
Methods, materials and techniques for teaching movement and dance on the K-12 level. Emphasis is on creativity through movement exploration and dance. 3-0-3 (Fall)
- 335. KINESIOLOGY** **3 semester hours**
An examination of both the anatomical and mechanical factors related to human performance. 3-0-3 (Fall)
- 336. THEORY AND TECHNIQUES OF COACHING** **3 semester hours**
An examination of issues relating to the coaching profession, including recruiting, motivation, ethics, public relations, and administrative responsibilities. 3-0-3 (Fall, even years)
- 341. THEORY AND TECHNIQUES OF TEAM SPORTS** **3 semester hours**
Methods, theories and techniques for teaching volleyball, softball, football, soccer and basketball on the K-12 level. 3-0-3 (Fall)
- 342. THEORY AND TECHNIQUES OF INDIVIDUAL AND DUAL SPORTS** **3 semester hours**
Methods, theories and techniques for teaching tumbling and gymnastics, tennis, track and field, badminton and wrestling on the K-12 level. 3-0-3 (Spring)
- 401. PSYCHOLOGY OF SPORT AND PHYSICAL ACTIVITY** **3 semester hours**
This course examines various psychological parameters which influence sport behavior and performance. 3-0-3 (Fall, odd years)
- 402. ADAPTED PHYSICAL EDUCATION** **3 semester hours**
A study of the nature of physical education services, administration, and instructional processes; specific handicapping conditions, modification of activities, facilities, equipment and I.E.P.'s. A field experience is required. 3-1-3 (Spring)
- 406. EXERCISE PHYSIOLOGY** **3 semester hours**
A course designed to examine the human body's response to exercise. Topical areas include muscular adaptations, energy systems, environmental factors, nutritional guidelines, and various methods of physical training. 3-0-3. (Spring)

- 408. ORGANIZATION AND ADMINISTRATION OF HEALTH EDUCATION AND PHYSICAL EDUCATION** **3 semester hours**
This course deals with the administrative problems involved in the field of health education and physical education. 3-0-3. (Fall)
- 409. TESTS AND MEASUREMENTS** **3 semester hours**
The study of various tests and measurements used for assessment in health and physical education program, with special attention given to elementary statistical procedure, test administration and principles of grading. 3-0-3. (Spring)
- 410. SOCIAL ISSUES IN SPORTS** **3 semester hours**
An introduction to the concept of sport in society. This course examines issues and patterns of social behavior as they relate to play, games, and sport. 3-0-3. (Spring odd years)
- 432. SECONDARY SCHOOL ACTIVITIES (METHODS OF TEACHING)** **3 semester hours**
Methods, materials, theory, practice, and program development in physical education and health on the secondary level. (A prerequisite to student teaching in health or physical education.) 3-0-3. (Fall, Spring)
- 495, 496. INDEPENDENT STUDY** **1-6 semester hours each semester**
Designed to enable a student to undertake a specific or intern project of professional interest and need.

Health Education

- 221. PERSONAL PERSPECTIVES OF HEALTH** **3 semester hours**
A thorough study of the health problems of the individual, school, and community. 3-0-3. (Fall, Spring)
- 222. ADVANCED FIRST AID** **3 semester hours**
Analysis and practice in emergency and temporary care of injuries and sudden illness. Includes Red Cross certification in Adult CPR. 3-0-3. (Fall)
- 223. SAFETY EDUCATION** **3 semester hours**
An introduction to teaching safety education in the school with emphasis on planned participation, observation, and the concepts and theories of accident prevention. 3-0-3. (Fall, odd years)
- 224. NUTRITION** **3 semester hours**
A course covering basic nutritional concepts including a study of weight control. Applications of nutrition in health education will be emphasized. 3-0-3. (Fall)
- 319. COMMUNITY HEALTH** **3 semester hours**
A course designed to study the individuals and processes involved in shaping local, state, and national health policies, as well as the delivery, utilization, and planning the health services in the U.S. 3-0-3. (Spring, odd years)
- 320. HEALTH EDUCATION (EARLY CHILDHOOD, INTERMEDIATE)** **3 semester hours**
Methods and materials for classroom instruction in health and safety for the elementary teacher. A field experience is required. 3-1-3. (Spring)
- 321. HEALTH EDUCATION FOR TEACHERS** **3 semester hours**
Methods and materials for the classroom instruction in health and safety for the teacher. A field experience is required. 3-1-3. (Fall)
- 322. HELPING RELATIONSHIPS FOR HEALTH SCIENCE** **3 semester hours**
An introduction to using the skill models in effective human relations. Emphasis will be placed on understanding the mental health needs of individuals in the school, the home, and society. A field experience is required. 3-1-3. (Spring, even years)

400. **COMPREHENSIVE HEALTH EDUCATION** **3 semester hours**
A course designed to integrate and apply the principles of health education for grades K-12. Emphasis will be on content selection and methodologies appropriate for the total program. Selected current issues in health will also be a focal point. A field experience is required. 3-1-3. (Spring, even years)
401. **DRUG/ALCOHOL EDUCATION** **3 semester hours**
A study of the sociological, psychological and physiological aspects of drug and alcohol abuse as they impact upon the individual, family and society. 3-0-3. (Fall)
402. **SEXUALITY/SEX EDUCATION** **3 semester hours**
A study of human sexuality education including comprehensive knowledge and sex education methodology for effective communication with children and youth. 3-0-3. (Spring)
422. **FIRST AID INSTRUCTOR'S COURSE** **3 semester hours**
American Red Cross instructor's course designed to qualify students as American Red Cross Instructors in Standard First Aid and community Cardiopulmonary Resuscitation. 3-0-3. (Fall, Spring)
431. **PROBLEMS IN HEALTH EDUCATION** **3 semester hours**
Advanced study of personal and community health problems, environmental health, family living, and mental and emotional health. 3-0-3.
433. **ORGANIZATION/ADMINISTRATION/
EVALUATION IN HEALTH SCIENCE** **3 semesters hours**
A course designed to develop competencies in organizing, administering and evaluating a school health program. 3-0-3 (Fall, even years)
- 495, 496. **INDEPENDENT STUDY** **1-6 semester hours each semester**
Designed to enable a student to undertake a specific research or intern project of professional interest and need

Athletic Training

225. **TECHNIQUES IN ATHLETIC TRAINING** **3 semester hours**
An introductory course to the field of Athletic Training. The course will focus on treatment, disposition, and rehabilitation of athletic injuries. 3-0-3. (Fall)
325. **EVALUATION AND RECOGNITION
OF ATHLETIC INJURIES** **3 semester hours**
This course will concentrate on the areas of evaluation and recognition of athletic injuries, counseling and guidance. 3-0-3 (Fall)
326. **REHABILITATION AND CONDITIONING
OF ATHLETIC INJURIES** **3 semester hour**
This course will concentrate on rehabilitation and conditioning athletic injuries and the modalities to treat such injuries. Prerequisite ATTR 325. 3-0-3 (Spring)
340. **MEDICAL TERMINOLOGY IN
ATHLETIC TRAINING** **3 semester hours**
A course to aid the student in developing a complete system of record keeping utilized in an athletic training program. The student will apply terminology used to communicate professionally within the medical community. 3-0-3 (Spring)
402. **ATHLETIC TRAINING PRACTICUM** **3 semester hour**
This course will provide the student with the opportunity to associate cognitive learning with the practical skills needed by the athletic trainer. The student will be expected to demonstrate specific skills used in a comprehensive athletic training program. 3-0-3 (fall)

404. MODALITIES IN ATHLETIC TRAINING

3 semester hour

A course to provide the student with a basic understanding of the underlying principles supportive of the use of therapeutic modalities, including physiological effects of different modalities and how they work as therapeutic agents. 3-0-3 (Spring)

430. ATHLETIC TRAINING SEMINAR

3 semester hour

This course will summarize the experiences the student has learned and demonstrated within athletic training program and will serve as final preparation for the National Athletic Trainer's Certification Exam. 3-0-3 (Spring)



Department of Mathematical Sciences

Chair: Professor Hoover

Professors: Banner, Bottoms

Associate Professor: Bass

Assistant Professors: Hart, J. Johnson

Instructors: Hoyle, Terrell

Department Purpose

The purpose of the Department of Mathematical Sciences is to offer courses in mathematics and mathematically related areas of study which elucidate concrete quantitative concepts and methods of analysis, stimulate abstract and deductive reasoning, and contribute to the intellectual growth so valuable in a wide range of life (career) choices.

Department Goals

- (1) to help students think so as to reach logical conclusions;
- (2) to enable students to have a more meaningful definition of mathematics as a result of postulational thinking;
- (3) to assist students in recognizing mathematics as a powerful tool for calculation and analysis;
- (4) to prepare some students for teaching mathematics in elementary or secondary schools;
- (5) to introduce students to computers and their uses;
- (6) to prepare some students to become computer programmers or computer analysts;
- (7) to prepare some students for studies in engineering;
- (8) to equip students majoring in the mathematical sciences for graduate study in mathematics and/or computer science.

Degrees Offered

The department offers the Bachelor of Science degree in the following majors:

- (1) Mathematics, π .
- (2) Mathematics with teacher licensure, and
- (3) Mathematics/Computer Science Interdisciplinary Major.

Dual-Degree Program in Engineering

Coordinator: W. Hoover

Gardner-Webb University in cooperation with the schools of engineering at Auburn University and the University of North Carolina - Charlotte offers a dual-degree program in mathematics and engineering. A participant in this program

will attend Gardner-Webb University for approximately three academic years and the School of Engineering at either Auburn University or UNC-Charlotte for approximately two academic years. After completing the academic requirements of the cooperating institutions, the student will be awarded a bachelor's degree in mathematics from Gardner-Webb University and a bachelor's degree in the chosen engineering specialty from either Auburn University or UNC-Charlotte.

A handbook describing this program may be obtained by contacting the Registrar or the Chair of the Department of Mathematical Sciences.

Mathematics Major Requirements

The Basic Course Requirements must be satisfied.

A major in Mathematics requires 30 semester hours of mathematics, including Mathematics 221, 222, 321, and 322. The remaining hours must be selected from courses numbered above Mathematics 210.

Minor

The minor must be taken in one discipline outside the department.

Mathematics Major With Teacher Licensure Requirements

The Basic Course Requirements must be satisfied.

A major in Mathematics with preparation for secondary (9-12) teacher licensure requires 33 semester hours of mathematics and computer science, including Mathematics 221, 222, 302, 303, 304, 310, 321, 400, 404 and Computer Science 160. The remaining hours must be selected from Mathematics 311, 312, 322, 370, 401, 403, 495, 496.

Minor

Required courses are Mathematics Education 432; Education 201, 301, 325, 440, 450; and Psychology 302, 303.

Mathematics/Computer Science Interdisciplinary Major Requirements

The Basic Course Requirements must be satisfied. A major in Mathematics/Computer Science requires 36 semester hours which include 21 semester hours in computer science and 15 semester hours in mathematics. Computer Science 201, 285, 360, 361 and 380 are required. The remaining computer science courses may be selected from Computer Science 411, 440 and 450. Mathematics 221, 222, 302, and 311 are required. The remaining mathematics course may be selected from Mathematics 321, 322, 370, 400, and 403.

Minor

The minor must be taken in any discipline other than Mathematics, Computer Science, or Management Information Systems.

Minors Offered By The Department

A minor in Mathematics requires 15 semester hours including Mathematics 221(or 219), 222, and 3 other mathematics courses excluding Mathematics 101, 204, 205, and courses counted in the Basic Course Requirements.

A minor in Computer Science requires 18 semester hours including Mathematics 221(or 219), and any 5 Computer Science courses.

Description of Courses

Note: Mathematics 221 may satisfy both a Basic Course Requirement and a major or minor requirement. Mathematics 219 may satisfy both a Basic Course Requirement and a minor requirement. A student may not receive credit for both Mathematics 219 and 221.

Mathematics

- | | | |
|-------------|--|-------------------------|
| 099. | BASIC MATHEMATICAL SKILLS I | 0 semester hours |
| | A study of selected topics from arithmetic emphasizing why algorithms work as well as how they work and exploring applications as time permits. No college credit is given for this course.. 3-0-0. (Fall) | |
| 100. | BASIC MATHEMATICAL SKILLS II | 3 semester hours |
| | A study of selected topics from algebra emphasizing the continuity from arithmetic to algebra and examining applications as time permits. Counts as an elective; will not count toward Basic Course Requirements. 3-0-3. (Fall & Spring) | |
| 101. | SETS AND LOGIC | 3 semester hours |
| | A study of sets, the operations of sets, logic and its application to mathematics. 3-0-3. (Fall & Spring) | |
| 105. | FUNDAMENTALS OF STATISTICS AND PROBABILITY | 3 semester hours |
| | An introduction to statistical analysis with applications, hypothesis formulations and testing, and introductory principles of probability. 3-0-3 (Fall & Spring) | |
| 110. | FINITE MATHEMATICS | 3 semester hours |
| | A study of topics related to elementary matrix algebra, systems of equations, systems of inequalities, linear programming, and mathematics of finance with applications in the behavioral, managerial and social sciences. 3-0-3 (Spring) | |
| 115. | COLLEGE ALGEBRA AND TRIGONOMETRY | 3 semester hours |
| | A study of algebraic, trigonometric, exponential, and logarithmic functions and their applications. 3-0-3 (Fall & Spring) | |
| 204. | MATHEMATICS FOR ELEMENTARY TEACHERS I | 3 semester hours |
| | A study of real numbers, probability, statistics, geometry, and algebra and the use of the computer with emphasis on understanding the concepts needed to teach elementary mathematics. Prerequisite: Mathematics 101 or 105 or 110 or 115. 3-0-3 (Fall) | |
| 205. | MATH FOR ELEMENTARY TEACHERS II | 3 semester hours |
| | A study of logic, methods of proofs, problem solving, geometry and computers with emphasis on the concepts needed to teach elementary mathematics. Prerequisite: Mathematics 204 or approval of the department chair. 3-0-3. (Spring) | |

- 219. CALCULUS FOR BUSINESS AND SOCIAL SCIENCES 3 semester hours**
A study of differentiation and integration with applications to business and the social sciences. Prerequisite: Mathematics 115 or permission of the department chair. 3-0-3 (Spring)
- 221. CALCULUS AND ANALYTIC GEOMETRY I 3 semester hours**
A study of real functions and their graphs, slopes, limit, continuity, and derivatives with applications. A student cannot receive credit for both Mathematics 219 and 221. 3-0-3 (Fall)
- 222. CALCULUS AND ANALYTIC GEOMETRY II 3 semester hours**
A study of the definite integral with applications, transcendental functions, trigonometric functions and their inverses, and techniques of integration. Prerequisite: Mathematics 221. 3-0-3. (Spring)
- 302. LINEAR ALGEBRA 3 semester hours**
A study of vector spaces, matrices, determinants, systems of linear equations, and linear transformations in vector spaces. Prerequisite: Mathematics 221. 3-0-3. (Spring) WL II
- 303. MODERN COLLEGE GEOMETRY 3 semester hours**
A study of elementary geometry from an advanced standpoint, evaluations and criticisms of Euclidean geometry, non-Euclidean and analytic geometry, and some topics in modern geometry. Prerequisite: Mathematics 222. 3-0-3. (Fall of Even Years)
- 304. HISTORY OF MATHEMATICS 3 semester hours**
A study of the development of mathematics, together with a study of the lives and contributions of leading mathematicians. Prerequisite: Mathematics 221. 3-0-3. (Fall of Even Years)
- 310. NUMBER THEORY 3 semester hours**
A study of number theory including Euclid's algorithm, prime numbers, indeterminate problems, and Diophantine equations, congruences, and numerical functions. Prerequisite: Mathematics 205 or 222. 3-0-3(Fall of Odd Years)
- 311. DISCRETE MATHEMATICS 3 semester hours**
A study of elementary combinatorics, graph theory, Boolean algebra, tree building, mathematical induction, networks, and automata. Prerequisite: Mathematics 222. 3-0-3. (Fall of odd years)
- 312. INTERMEDIATE ANALYSIS 3 semester hours**
A study of basic ideas and techniques of analysis for real-valued functions of an arbitrary number of real variables. Prerequisite: Mathematics 222. 3-0-3. (On demand)
- 321. CALCULUS AND ANALYTIC GEOMETRY III 3 semester hours**
A study of infinite series, conics, polar coordinates, and vector geometry. Prerequisite: Mathematics 222. 3-0-3. (Fall)
- 322. MULTIVARIABLE CALCULUS 3 semester hours**
A study of functions of several variables, multiple integration, and vector analysis. Prerequisite: Mathematics 321. 3-0-3. (Spring)
- 370. NUMERICAL METHODS 3 semester hours**
A study of numerical methods including interpolation and extrapolation, roots of equations, solutions of systems of equations, curve fitting and numerical integration. Prerequisites: Computer Science 201 and Mathematics 302, 321. 3-0-3. (Spring of odd years)
- 400. MATHEMATICAL STATISTICS 3 semester hours**
A study in the theory of probability set functions, distributions of random variables and functions, estimations, testing of hypotheses, and analysis of variance and covariance. Prerequisite: Mathematics 105 and 321. 3-0-3. (On Demand)

- 401. INTRODUCTORY TOPOLOGY** **3 semester hours**
A study of metric spaces, topological spaces, connected topological spaces, and compact topological spaces. Prerequisite: Mathematics 321. 3-0-3. (On Demand)
- 403. DIFFERENTIAL EQUATIONS** **3 semester hours**
A study of first order ordinary differential equations with applications. Prerequisite: Mathematics 321. 3-0-3. (On demand)
- 404. MODERN ABSTRACT ALGEBRA** **3 semester hours**
A study of algebraic structures including groups, rings, integral domains, and fields. Prerequisite: Mathematics 222. 3-0-3 (On demand)
- 495,496. INDEPENDENT STUDY** **3 semester hours each semester**
Prerequisite: Mathematics 222 and approval of the department chair and academic dean.
- 330. METHODS OF TEACHING MATH (K-8)** **3 semester hours**
Planning, teaching and evaluating mathematics in the elementary school. Supervised field experiences are required. (For elementary education majors only.) Prerequisite: Mathematics 204. 3-0-3. (Spring)
- 432. METHODS OF TEACHING MATH (9-12)** **3 semester hours**
A study of the principles and objectives of secondary mathematics, general and specific teaching techniques, organization of content material, and enrichment materials. Supervised field experiences are required. 3-0-3. (On demand)

Computer Science

- 160. INTRODUCTION TO COMPUTER CONCEPTS** **3 semester hours**
A general introduction of computer systems, DOS operating system, and applications to word processing, spreadsheets, and BASIC programming. 3-0-3 (Fall)
- 201. PASCAL PROGRAMMING LANGUAGE** **3 semester hours**
An introduction to structured programming and top-down design in Pascal, emphasizing structured data types: arrays, records, sets, files, and pointer constructs. Prerequisite: Computer Science 160 or permission of the department chair. 3-0-3. (Spring)
- 285. C PROGRAMMING LANGUAGE** **3 semester hours**
Language syntax, processors, semantics, and styles using the C language. Prerequisite: Computer Science 201. 3-0-3. (Fall)
- 360. ASSEMBLY LANGUAGE PROGRAMMING** **3 semester hours**
Fundamental programming techniques-assembly and machine languages. Prerequisite: Computer Science 201. 3-0-3. (Fall of even years)
- 361. OPERATING SYSTEMS AND COMPUTER ARCHITECTURE** **3 semester hours**
Survey of computer operating systems. Batch processing, time sharing, multiprocessing, real time control, and disk operating systems. Prerequisite: Computer Science 360.3-0-3. (Spring of odd years)
- 380. DATA STRUCTURES AND ALGORITHM ANALYSIS** **3 semester hours**
A study of basic data structures, graphs, algorithm design and analysis, memory management, and system design. Prerequisite: Computer Science 201. 3-0-3 (On demand)
- 411. SOFTWARE DESIGN AND DEVELOPMENT** **3 semester hours**
Design techniques, model of structured programming, top-down design, structured design, code reading and correctness, step-wise refinement and organization. Prerequisite: Computer Science 201 or 285 and 380 on approval of the department chair. 3-0-3. (On demand)

- 440. ARTIFICIAL INTELLIGENCE 3 semester hours**
Basic concepts and techniques of artificial intelligence. Natural language, search strategies and control, and applications. Prerequisite: Computer Science 201 or 285 and 380 on approval of the department chair. (On demand)
- 450. COMPILER 3 semester hours**
Principles of construction of compilers and building operating systems. Prerequisite: Computer Science 361 and 380 on approval of the department chair. 3-0-3. (Fall of even years)
- 495., 496. INDEPENDENT STUDY 3 semester hours each semester**
Prerequisite: Approval of the department chair and academic dean.

Engineering

- 101. INTRODUCTION TO ENGINEERING**
An introduction to engineering disciplines, engineering principles, the application of engineering principles to system analysis and design, and the responsibilities and obligations of the engineering profession. 1-0-1. (Fall)



Department of Natural Sciences

Chair: Professor Jones

Professors: L. Brown, Burkett, Parrish

Assistant Professors: T. English, M. Wright

Instructor: Manahan

The goals of the department are:

- (1) to familiarize students with the major concepts of science and the specific vocabulary associated with each concept
- (2) to develop in the students an understanding of science and how it relates to their lives
- (3) to develop a sense of responsibility toward the global environment, and to stimulate an awareness of the fragile interrelationships within ecosystems
- (4) to stimulate critical thinking in science
- (5) to present the aesthetics of nature
- (6) to develop within the student majors a background sufficient for employment in a science related career, pursuance of graduate work in science, entrance into a professional program such as medicine, dentistry, medical technology and other professional careers, and teaching on the secondary level.

The department offers a Bachelor of Science degree in the following majors:

- (1) Biology
- (2) Biology with teacher licensure
- (3) Chemistry
- (4) Chemistry with teacher licensure
- (5) Medical Technology in cooperation with Carolinas Medical Center and Bowman Gray School of Medicine
- (6) Physician Assistant Program in cooperation with Bowman Gray School of Medicine.

Biology Major Requirements

A major in Biology requires 30 semester hours in biology beyond Biology 103, including an animal science (Biology 201, 202, or 315), a plant science (Biology 207 or 320), a molecular science (Biology 301, 401, or 422), ecology (Biology 402), 12 hours of department approved electives and 2 hours of seminar.

Biology chosen as a secondary major must meet all the requirements of the primary major.

Minor

A student may take any minor offered by the University.

Additional Requirements/Recommendations

In addition to Chemistry 111 in the core, Chemistry 112, 201 and 202 are required. Math 221 is recommended to majors taking Math 105 and 115 in the core. Preprofessional students should take Physics 201 and 202 in preparation for professional admission tests.

Biology Major with Teacher Licensure Requirements

A major in Biology with secondary teacher licensure requires 30 semester hours in biology beyond Biology 103, including an animal science (Biology 201, 202, or 315), a plant science (Biology 207 or 320), a molecular science (Biology 301, 401, or 422), ecology (Biology 402), anatomy and physiology (Biology 203, 204), practicum (Biology 385), 1 hour of seminar and 4 hours of department approved electives.

Professional Education Minor

Education 201, 301, 316, 325, 401, 432, 440, 450, Psychology 302 and 303.

Additional Requirements

Math 221 in addition to Math 105 and 115 in the core, Health 221 and 6 hours of literature.

Chemistry Major Requirements

A major in Chemistry requires 30 semester hours. The major courses are organic (201,202), analytical (301,302), physical (401,402), biochemistry (422), and two semesters of chemistry seminar.

Chemistry chosen as a secondary major must meet all the requirements of the primary major.

Minor

A student may take any minor offered by the University.

Additional Requirements

Math 221 if not taken in the core, Chemistry 112, Physics 201-202 or 203-204. Chemistry 111 and Biology 103 or 104 should be taken in the core.

Chemistry Major with Teacher Licensure Requirements

A major in Chemistry with secondary teacher licensure requires 30 semester hours. The major courses are organic (201,202), analytical (301,302), physical (401,402), biochemistry (422), chemistry practicum (385), and one hour of chemistry seminar.

Professional Education Minor

The minor consists of Education 201, 301, 316, 325, 401, 432, 440, 450 Psychology 302 and 303.

Additional Requirements

Math 221 if not taken in the core, Chemistry 112, Physics 201-202 or 203-204, Health 221 and 6 hours of literature. Chemistry 111 and Biology 103 or 104 should be taken in the core.

Medical Technology Major Requirements

Coordinator: S. Parrish

Gardner-Webb University is affiliated with the Bowman Gray School of Medicine of Wake Forest University and with Carolinas Medical Center whereby students may earn the Bachelor of Science degree in medical technology.

Students must apply directly to the clinical facilities for admission in the first semester of the Junior year. Admission is granted by the clinical facilities based on university transcript, recommendations and personal interview conducted by the clinical facilities.

Students accepted by either of the clinical facilities will complete three years at Gardner-Webb with a minimum of 96 hours and the final year of study, a full calendar year, at the clinical facility. Transfer students must earn a minimum of 30 hours at Gardner-Webb before entering the clinical facility program. After completion of the medical technology program at the clinical facility, the student will graduate with a baccalaureate degree from Gardner-Webb and will receive a certificate from the clinical facility. Final certification as medical technologist will be completed upon the passage of an examination given by a national certifying agency.

The program of medical technology at the Bowman Gray School of Medicine or the Carolinas Medical Center Hospital takes the place of the major. Thirty two hours are accepted by Gardner-Webb from the clinical facility to meet graduation requirements.

Minor

The minor for the program consists of the following courses: Biology 203, 204, 206, and 411.

Additional Requirements / Recommendations

Chemistry 112, 201 and 202 are required. Biology 103, Chemistry 111, Mathematics 105 and 115 are required in the core. Physics 103, or 201/202, Biology 301 and 422 are recommended.

Physician Assistant Certification Major Requirements

Coordinator: L. Brown

The Physician Assistant Program is a cooperative program with the Bowman Gray School of Medicine. The student who enters the program will attend Gardner-

Webb for the first three years and may then apply for admission into the Physician Assistant Program at Bowman Gray School of Medicine. Admission into the program is very competitive. Bowman Gray allows Gardner-Webb to recommend only two applicants for each new class. Transfer students must complete a minimum of 30 hours at Gardner-Webb before making application to the program. Students recommended by Gardner-Webb and admitted by Bowman Gray will attend a two year program at Bowman Gray and will graduate with a baccalaureate degree from Gardner-Webb University and will receive a Physician Assistant Certificate of graduation from Bowman Gray. Final certification as a physician assistant will be completed upon passage of an examination which is required by the state of North Carolina and most other states. The satisfactory completion of the examination satisfies the requirements for the student to be certified by the National Commission of Certification of Physician Assistants.

Entrance into the program at Bowman Gray requires that the student complete the Gardner-Webb requirements and have at least 1,000 hours or a minimum of six months of clinical experience that includes interactions with patients and some responsibility for their care. Optimally, the student should have two years or more of clinical experience before making application to the Bowman Gray phase of the program.

The Gardner-Webb requirements are designed to allow the student who is not admitted into the Physician Assistant Program to continue at Gardner-Webb and graduate with a degree either in biology or chemistry, depending on the interest of the student.

The Physician Assistant Program at Bowman Gray School of Medicine takes the place of the major. Thirty two hours are accepted by Gardner-Webb from the clinical facility to meet graduation requirements.

Minor

The minor for the program consists of the following courses: Biology 203, 204, 206, 301, and 391 or 392.

Additional Requirements

Chemistry route: Chemistry 112, 201, 202, 422; Physics 201 and 202. Biology 103, Chemistry 111, Math 115 and 221 are taken in the core.

Biology route: Chemistry 112, 201, 202, 422. Biology 103, Chemistry 111, Math 105 and 115 are taken in the core.

Physical Therapy

Gardner-Webb does not offer a program in physical therapy. However, students desiring to enter a physical therapy program may complete the basic curriculum requirements at Gardner-Webb for admission to a physical therapy program. Interested students should contact the university of choice directly. The basic courses for most university physical therapy programs include 8 hours each of chemistry, biology, physics and 3 hours each of algebra and statistics along with other university requirements. Successful applicants have average GPAs of 3.3 on a 4.0 scale. Many of the physical therapy programs are on the master's level which requires a bachelor's degree prior to admission.

Minors Offered by the Department

A minor in Biology requires 16 semester hours including Biology 103, Biology 402 and selections from two of the following three categories: animal science (Biology 201, 202, 315), plant science (Biology 207, 320), and cellular biology (Biology 301, 401, 422).

A minor in Chemistry requires 16 semester hours consisting of Chemistry 112, 201, 202, and a 4 semester hour chemistry elective (chemistry 301 is the recommended course). Chemistry 111 must be taken in the core.

A minor in Health Science requires 16 semester hours consisting of Biology 204, 310/311, and 104 or 303. Chemistry 103 must be taken in the core.

A minor in Physical Science requires 16 semester hours consisting of Chemistry 111, Geology 101 or Geology 105, Physics 201, and one of the following: Physics 202, Chemistry 112, Geology 102, Physics 104.

A minor in General Science requires 16 semester hours above the core science requirement. The students will select four hours from each of the four areas available. Chemistry 103 or higher; Geology 101 or higher, Physics 103 or higher and any biology course numbered 200 or higher.

Description of Courses

Biology

- | | | |
|---|--|---------------------------------------|
| 103. | GENERAL BIOLOGY | 4 semester hours |
| Introduction to the principles of biology including ecology, biological chemistry, cellular biology, genetics, reproduction, and development. Laboratory investigations are designed to supplement and enhance the classroom lecture activities.. 3-3-4. F, S, Su-1, Su-2. | | |
| 104. | ENVIRONMENT | 4 semester hours |
| Introduction to the principles of ecology with a primary focus on man's direct and indirect influences on his surroundings. Emphasis on current and local concerns. Laboratories focus on methods of sampling, field observations, and methods of examining resource allocation. 3-3-4 F/S. | | |
| 105. | MICROBIOLOGY FOR THE HEALTH SCIENCES | 4 semester hours |
| A study of the biology of microorganisms with special focus on the organisms of human disease and on the techniques of microbiology that are appropriate to the health sciences. (Not for Biology majors.) 3-3-4 F | | |
| 201. | INVERTEBRATE ZOOLOGY | 4 semester hours |
| Phylogenetic survey of invertebrates, with emphasis on systematics, morphology, and ecology. Field work, individual term projects. Prerequisite: one semester of general biology or permission of instructor. 3-3-4. F, odd years. | | |
| 202. | VERTEBRATE ZOOLOGY | 4 semester hours |
| Systematic study of the vertebrates with emphasis on morphology, physiology, and ecology. Field study, laboratory exercises in morphology. Prerequisite: one semester of general biology or permission of instructor. 3-3-4. S, even years. | | |
| 203, 204. | HUMAN ANATOMY AND PHYSIOLOGY I AND II | 4 semester hours each semester |
| Survey of basic structure and function of the human body. Levels of organization and homeostatic mechanisms. (Not for biology majors except by permission of instructor.) Biology 203. 3-2-4, F, Su-1. Biology 204. 3-2-4, S, Su-2. | | |

- 402. ECOLOGY 4 semester hours**
Study of the interaction of organisms and their adaptations to their physical environment. The ecosystem approach is emphasized along with population and community ecology. 3-3-4. F.
- 404. DEVELOPMENTAL BIOLOGY 4 semester hours**
Study of the basic developmental processes including fertilization, differentiation, morphogenesis, embryogenesis, growth, and aging. Selected examples drawn from microorganisms, plants, invertebrates, and vertebrates. Prerequisites: Biology 301 and Chemistry 201. 3-3-4. S, odd years.
- 405. TOPICS IN ADVANCED BIOLOGY 3 or 4 semester hours**
Study of specific areas in biology not covered by other upper-level courses. Course content will vary and will reflect student and faculty interests. Prerequisites: Biology 103 and permission of instructor. 3-3-4 or 3-0-3. Offered on demand.
- 411. IMMUNOLOGY 4 semester hours**
Study of mammalian immune system with emphasis on human immunology. Theoretical and practical aspects will be considered. Diagnostic, therapeutic, and research applications of immunology will also be included. Prerequisite: Chemistry 202. 3-2-4. S, odd years.
- 422. BIOCHEMISTRY 4 semester hours**
Survey of biologically important molecules; metabolism. Prerequisite: Chemistry 202 with minimum grade of C. 3-3-4. F.
- 495, 496. INDEPENDENT STUDY 1 to 3 semester hours each**
Individual work planned to meet the need and interests of qualified students. Time and credits by arrangement in semester prior to term in which work is done.

Chemistry

- 103. INTRODUCTORY CHEMISTRY 4 semester hours**
Recommended for nonscience and nursing majors. Emphasis on application of the basic principles of chemistry. Prerequisites: placement out of Mathematics 100 (or its equivalent for transfer students) and no previous college credit for chemistry with a grade of C or higher. 3-3-4. F, Su.
- 111. GENERAL CHEMISTRY I 4 semester hours**
Recommended for first-year science and mathematics majors. The first of a two-semester comprehensive coverage of the fundamental laws and theories of chemistry: history, measurements, mathematical manipulations, dimensional analysis, formula writing and nomenclature, thermochemistry, gas laws, quantum theory of electronic structure, chemical bonding, and physical properties. Prerequisite: Mathematics, Advanced High School Algebra. (This course may not be used with Chemistry 103 to meet basic science course requirements.) 3-3-4. F.
- 112. GENERAL CHEMISTRY II 4 semester hours**
Continuation of Chemistry 111: solutions, chemical spontaneity, equilibria, reaction rates and kinetics, acids-base behavior, redox reactions, nuclear chemistry, and organic or inorganic reactions. Prerequisite: Chemistry 111 with minimum grade of C. 3-3-4. S.
- 201, 202. ORGANIC CHEMISTRY I AND II 4 semester hours each semester**
Comprehensive coverage of the reactions and structures of aliphatic and aromatic compounds. Laboratory involves typical compound preparations. Prerequisite: Chemistry 112 with minimum grade of C. Continuation in Chemistry 202 requires minimum grade of C in Chemistry 201. 3-3-4, 3-3-4. 201, F; 202, S.

- 301, 302. ANALYTICAL CHEMISTRY I AND II** **4 semester hours each semester**
 Classical and modern methods of chemical and instrumental analysis. Prerequisite: Chemistry 112; prerequisite or corequisite: Chemistry 201. 3-3-4, 301, F, even years; 302, S, odd years.
- 385, 386. PRACTICUM IN CHEMISTRY** **1 semester hour each semester**
 Practical experience in designing, setting up, and teaching laboratory. Recommended for all chemistry majors, and required for those planning to teach. No more than two hours credit may be used toward filling major requirements. Prerequisite: approval of department chair and laboratory instructor(s). 0-6-1, 0-6-1. Offered by arrangement.
- 391, 392, 491, 492. CHEMISTRY SEMINAR** **1 semester hour each semester**
 Directed reading, study, and discussion designed to re-emphasize the fundamental principles of chemistry, to correlate and summarize the course work of the major program and related fields, to introduce new areas and ideas, and to provide experience in literature review and oral presentation. Juniors will enroll in 391, 392, and seniors in 491, 492. Each course 1-0-1. F, S., WLII
- 401, 402. PHYSICAL CHEMISTRY I AND II** **4 semester hours each semester**
 Application of laws of physics and mathematics to chemistry; emphasis on thermodynamics. Prerequisite: Mathematics 221. 3-3-4, 3-3-4. 401, F, odd years; 402, S, even years.
- 422. BIOCHEMISTRY** **4 semester hours**
 Survey of biologically important molecules; metabolism. Prerequisite: Chemistry 202 with minimum grade of C. 3-3-4. F.
- 395, 396, 495, 496. INDEPENDENT STUDY** **1 to 3 semester hours each**
 Individual work designed to meet the needs and interests of exceptionally qualified students. Juniors will enroll in 395 and/or 396, and seniors in 495 and/or 496. Time and credits by arrangement in semester prior to term in which work is done.

Geology

- 101. PHYSICAL GEOLOGY** **4 semester hours**
 Survey of the distributions, processes of formation, alteration, and transportation of materials composing the earth. The composition and basic identification of common minerals and rocks, and the use of geologic and topographic maps are considered. 3-2-4. F, S.
- 102. HISTORICAL GEOLOGY** **4 semester hours**
 A survey of geologic history of the earth. Emphasis on plate tectonics and the evolution of life throughout geologic times. 3-2-4. Offered on demand.
- 105. OCEANOGRAPHY AND METEOROLOGY** **4 semester hours**
 Survey of basic concepts of physical oceanography and meteorology with emphasis on physical and chemical bases of the disciplines. 3-2-4. F,S
- 405. TOPICS IN GEOLOGY** **3 or 4 semester hours**
 Study of specific areas in geology not covered by other geology courses. Course content will vary and will reflect student and faculty interest. 3-3-4 or 3-0-3. Offered on demand.

Science Education

- 330. SCIENCE METHODS** **3 semester hours**
 Methods of teaching science (K-9). Planning, teaching and evaluation of science in the elementary school. For elementary education majors only. 3-0-3. F.

Physics

- 103. INTRODUCTORY PHYSICS 4 semester hours**
A study of the elementary concepts of classical and modern physics, including measurement, basic mechanics, energy, thermodynamics, electricity and magnetism; optics and wave motion, and atomic and nuclear physics. Prerequisites: Background in college algebra strongly recommended. 3-2-4. F.S.
- 104. ASTRONOMY 4 semester hours**
A survey of fundamental concepts in modern and historical astronomy and astrophysics. Topics include the origin and nature of patterns and motions in the sky; the makeup and dynamics of our solar system, the sun as a star, and the stellar properties and evolution in general; astronomical instruments and techniques; and galaxies and cosmology. Prerequisite: Background in college algebra strongly recommended. (The course will include some night time observing.) 3-3-4. F.S.
- 201, 202. GENERAL PHYSICS I AND II 4 semester hours each semester**
The study of basic classical mechanics, including kinematics and dynamics of a variety of systems; the law of thermodynamics, the physics of matter; fundamentals of wave motion, including sound and physical and geometrical optics; basic electricity and magnetism; and atomic and nuclear physics, as well as other topics in modern physics. Prerequisites: Mathematics 115. 3-3-4, 3-3-4. F, even years; S, odd years.
- 203, 204. PHYSICS FOR ENGINEERS I AND II 4 semester hours each semester**
The techniques of calculus will be applied to the topics listed under Physics 201, 202. Co-requisites: Mathematics 221, 3-3-4, 3-3-4. F, odd years; S, even years.





School of Nursing

The School of Nursing at Gardner-Webb University is comprised of two programs: (1) The Associate in Arts degree in Nursing [ADN] program leading to licensure as a Registered Nurse [RN] and (2) The upper division Bachelor of Science in Nursing [BSN] degree program for Registered Nurses. The BSN program builds upon the ADN program creating a "two-plus-two" arrangement. The program is open to all RNs who have completed an associate degree or hospital diploma nursing program who meet admission criteria. The ADN program is located in Boiling Springs. The BSN program is offered in Boiling Springs and on a satellite campus in Statesville with centers in Charlotte and Winston-Salem. The Boiling Springs campus accommodates both residential and commuting students while the other sites accommodate commuting students only. Information regarding the ADN program is given below in this catalog. Information about the BSN program may be found in the Gardner-Webb University GOAL catalog.

The ADN program, which prepares individuals for initial RN licensure, is fully approved by the North Carolina Board of Nursing. Both the ADN and BSN programs are fully accredited by the National League for Nursing.

The School of Nursing is committed to providing high quality education to basic and RN students that is consistent with the Christian mission of the University. Within that framework, learning experiences enable graduates to meet nursing and health care needs of individuals and groups in a changing society, to be a contributing member of the profession, and to continue personal and professional development.

Associate in Arts Degree (ADN)

Dean, School of Nursing: Professor Toney

Assistant Professors: Caldwell, Hodge, Meilinger

Instructors: Beck-Little, Bivens, Cannon, Johnson

Clinical/Laboratory Adjunct Instructors: Baughn, Bechtel, Colon, Coy, Dorn, Keeley, LaBreche, Steele, Wise

Within the framework of the University and the School of Nursing, the graduate of the ADN program at Gardner-Webb demonstrates the following educational outcomes:

- *Utilizes the nursing process to provide for the client's optimum level of wellness consistent with his/her coping abilities, teaching needs, and capacity for self-care.
- *Prioritizes physiological, psychosocial, cultural, and spiritual needs to provide individualized nursing care for clients in various stages of the lifespan.
- *Provides nursing care characterized by critical thinking, clinical competence, caring, therapeutic interpersonal skills, and attention to societal forces, including technology, which impact health care.
- *Communicates with clients, their families and/or significant others, and other care providers in the planning and delivery of health services.

*Manages nursing care for groups of clients with health care needs in structured settings such as hospitals and extended care facilities.

*Practices nursing according to ethical and legal standards.

A major in nursing leading to the Associate in Arts degree has the following requirements which total 72 semester hours:

- (1) The Basic Course Requirements include Biology 105, 203, 204; Psychology 201 and 206; English 101 and 102; Sociology 201; Religion 101 or 102; and Physical Education activity course (31 hours).
- (2) The Major Course Requirements include Nursing 101, 111, 112, 102, 103, 201, 202, 203, 204, 205, and 290 (40 hours).
- (3) DIMENSIONS, a university requirement (1 hour).

Biology 203 and Psychology 201 are pre- or corequisites to first semester nursing courses; Biology 204 and Psychology 206 are pre- or corequisites to second semester nursing courses. All pre- or corequisites must be successfully completed before taking clinical nursing courses or the student must be enrolled in them continually throughout the semester while taking the nursing courses. If a corequisite is dropped, the student must also withdraw from nursing courses. A minimum grade of C is required on all nursing and science courses. Only one repeat of one nursing course is permitted; a second D or F in a nursing course will preclude further enrollment in the ADN program at the University. A science course can be repeated only once.

A nursing class is admitted once a year for the fall semester. Applicants are considered only after they have been admitted to the University. The best qualified applicants are selected from those who apply each year. A waiting list is established as necessary. Program admission criteria include the following:

- (1) Graduation from high school or equivalent.
- (2) High school or college algebra, biology, and chemistry with minimum grades of C.
- (3) A minimum 2.5 cumulative overall grade point average (on a 4.0 scale) on all previous work taken.
- (4) If transferring less than 15 semester hours, must present a minimum total SAT score of 900 or ACT score of 18. The SAT score is based on the recentered scale of 1995.
- (5) If transferring less than 15 semester hours, must pass University placement tests in reading, math, and English (given during summer orientation sessions).
- (6) Satisfactory physical and mental health as documented on University health form. Other information may be requested as necessary.
- (7) For University students presenting SAT/ACT equivalents of 500 math score and 500 verbal score, placement tests are waived.

Prior to enrollment in nursing courses, students must show evidence of required immunizations including Hepatitis B (or waiver), current CPR certification (adult and child), and professional liability insurance. Conditions of admission must be maintained to enroll in the program.

Eligibility for licensure as a registered nurse includes clinical, mental, and physical competence and freedom from conviction of felonious or other serious legal acts, including substance abuse, as outlined in the North Carolina Nursing Practice Act (1993). Note: all states have similar stipulations.

Advanced Placement

Advanced placement in the program may be earned through transfer of nursing courses or credit by examination. Challenge examinations are available for Nursing 101, 111, and 112. Challenge of other nursing courses may be permitted in special circumstances. Eligibility for challenging courses includes admission to Gardner-Webb, meeting nursing admission criteria, completion of courses similar to those being challenged, and completion of prerequisites.

Description of Courses

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|--|---|-------------------------|
| 100. | TRANSITION TO ASSOCIATE DEGREE NURSING | 1 semester hour |
| Optional course for the student who has successfully challenged Nursing 101 and is pursuing the Associate in Arts degree in Nursing at Gardner-Webb. Emphasis is placed upon roles of the associate degree nurse, nursing care planning, health assessment, communications, and caring. 1-0-1 (Full semester course, offered as needed). | | |
| 101. | BASIC CONCEPTS OF NURSING | 6 semester hours |
| Foundational course which introduces basic nursing concepts such as caring, human needs, the nursing process, and roles of the associate degree nurse. The student learns beginning skills used in clinical nursing practice. Corequisites: NURS 111, 112. Pre- or corequisites: BIOL 203; PSYC 201. 4-6-6. (Full semester course) | | |
| 102. | BASIC CONCEPTS OF CLINICAL NURSING | 5 semester hours |
| Continuation of clinical nursing concepts and skills relating to gerontology, perioperative care, mobility and rehabilitation, fluid and electrolyte balance, alterations in the immune and endocrine systems, disabling and chronic conditions, and oncology. Prerequisites: NURS 101, 111, 112; BIOL 203; PSYC 201; Pre- or corequisites: BIOL 204; PSYC 206. 6-12-5. (Half-semester course) | | |
| 103. | PSYCHOSOCIAL NURSING | 4 semester hours |
| A study of nursing care needs of the person experiencing stress or altered patterns of behavior with a focus upon coping mechanisms, psychotherapeutic modalities, communication skills, and therapeutic relationships. Prerequisites: NURS 101, 102, 111, 112; BIOL 203; PSYC 201. Pre- or corequisites: BIOL 204; PSYC 206. 4-12-4. (Half-semester course) | | |
| 111. | PHARMACOLOGICAL CONCEPTS IN NURSING | 2 semester hours |
| Introduction to major classifications of drugs, concepts and skills utilized in the computation and administration of medications and solutions, and nursing responsibilities relating to pharmacologic agents. 2-0-2. Pre- or corequisites: BIOL 203; PSYC 201. (Full semester course) | | |
| 112. | NUTRITIONAL CONCEPTS IN NURSING | 1 semester hour |
| Introduction to basic food groups, nutritional constituents and sources, nutritional needs throughout the lifespan, therapeutic diets, and role of the nurse in nutritional care. (1-0-1. Pre- or corequisites: BIOL 203; PSYC 201. Open to non-nursing majors with special permission of the instructor. (Full semester course) | | |

- 201. NURSING CARE OF THE CHILDBEARING FAMILY 4 semester hours**
A study of nursing and health care needs of the mother, infant, and family during the normal and high-risk childbearing cycle. Prerequisites: NURS 101, 102, 111, 112; BIOL 203; PSYC 201. Pre- or corequisites: BIOL 204; PSYC 206. 5-9-4. (Half-semester course)
- 202. NURSING CARE OF CHILDREN 4 semester hours**
A study of nursing and health care needs of children within the family unit, utilizing a human needs theory, the nursing process, nursing roles, and principles of growth and development. Prerequisites: NURS 101, 111, 112, 102, 103, 201; BIOL 203, 204; PSYC 201, 206. Pre- or corequisite: BIOL 105. 5-9-4. (Half-semester course)
- 203. NURSING CARE OF ADULTS WITH SELECTED HEALTH PROBLEMS 5 semester hours**
A study of nursing and health care needs of the adult experiencing problems relating to digestion, elimination, regulation, reproduction, vision and hearing. Prerequisites: NURS 101, 111, 112, 102, 103, 201; BIOL 203, 204; PSYC 201, 206. Pre- or corequisite: BIOL 105. 6-12-5. (Half-semester course)
- 204. NURSING CARE OF ADULTS WITH COMPLEX HEALTH PROBLEMS 5 semester hours**
A study of nursing care needs of the adult experiencing complex/serious health problems primarily related to cardiopulmonary and neurological dysfunctions. Learning experiences also assist the student to critically appraise and apply previous nursing knowledge in the management of care for clients with varied health problems. Prerequisites: All BIOL and PSYC courses; all other Nursing courses except NURS 205 and NURS 290 which are corequisites. 5-15-5 (Half-semester course)
- 205. COMPUTER CONCEPTS IN NURSING AND HEALTH CARE 1 semester hour**
Overview of computer technology in society with emphasis on its impact and role in nursing and health care. Introduction to the computer, information storage and processing, and legal and ethical implications. Includes experiences and observations with computer technology on campus and in clinical settings. Taken the final semester in the program. Elementary typing skills required. 2-0-1. (Full semester course)
- 290. ASSOCIATE DEGREE NURSING PRACTICE IN CONTEMPORARY SOCIETY 3 semester hours**
A study of major trends and issues, organizations, legal, ethical, and sociopolitical influences, opportunities, and responsibilities related to health care, the discipline of nursing, and the practice of nursing by the associate degree graduate. Prerequisites: NURS 101, 111, 112, 102, 103, 201; All BIOL and PSYC courses; Pre- or corequisites: NURS 202, 203, 205; Corequisite: NURS 204. 3-0-3. (Full semester course)



Department of Psychology

Dean, School of Education: Professor Hunt

Chair: Associate Professor B. Wright

Professors: Partin, Gaddis

Associate Professor: F. Brown

Assistant Professor: Carscaddon

Goals and Objectives

The Department of Psychology endeavors to develop within its students the following:

- (1) An understanding of the fundamentals of human behavior
- (2) A functional knowledge of scientific methods of studying behavior
- (3) An appreciation of the dignity and complexity of persons.

A student may earn a Bachelor of Science degree in Psychology.

Psychology Requirements

A major in Psychology requires 36 semester hours of Psychology, including Psychology 201, 206, 397 and 441 (or 444). Fifteen hours, excluding Psychology 498, must be earned at the 400 level.

Psychology majors are required to complete a minor field selected in consultation with the faculty adviser. Students choosing Psychology as a secondary (30 hour) major must meet all of the requirements of the primary major.

Minor in Psychology

A minor in Psychology requires 18 semester hours, including Psychology 201, 206, plus 12 additional hours. Six of these 12 hours must be at the 400 level. Psychology 280, which is included in the Basic Core Requirements, is not included in the minor.

Description of Courses

- | | | |
|--|---------------------------------|-------------------------|
| 201. | GENERAL PSYCHOLOGY | 3 semester hours |
| <p>A survey of psychology as the scientific study of behavior. The areas include learning, motivation, personality, measurement, the development process, social adjustment and the biological bases of behavior. This course is prerequisite to all other courses in Psychology, except psychology 280. 3-0-3. (Does not apply to students in teaching preparation programs.)</p> | | |
| 206. | DEVELOPMENTAL PSYCHOLOGY | 3 semester hours |
| <p>The psychological evolution of the individual through the life span and effect of the bio-social field on this evolution. 3-0-3.</p> | | |

280. **PERSONAL ASSESSMENT AND ADJUSTMENT** **3 semester hours**
A study of psychological processes of adjustment in the lives of university students. 3-0-3 [part of Basic Core Requirements].
301. **CHILD PSYCHOLOGY** **3 semester hours**
A study of the general principles and theories of growth and development of the child from birth to early adolescence with emphasis upon intellectual, physical, emotional, cultural, and social development. 3-0-3.
302. **ADOLESCENT PSYCHOLOGY** **3 semester hours**
The study of intellectual, emotional, physical and social maturation from puberty to early adulthood with emphasis on socio-cultural and economic influences as well as adjustment difficulties and communication with the adolescent. 3-0-3.
303. **EDUCATIONAL PSYCHOLOGY** **3 semester hours**
An analysis of the basic principles of learning theory as well as physical, social, and moral development as they are applied to classroom learning with emphasis upon the application of theory to practical educational situations. Basics of standardized measurement, behavior management as applied to the classroom, and the influence of socio-cultural forces in society on education are discussed. Educational exceptionalities and laws related to them are also examined. 3-0-3. WL II
305. **PSYCHOLOGY OF PERSONALITY** **3 semester hours**
A survey of the major theories of personality, with particular emphasis upon experimental studies and research procedures in the study of personality. Prerequisite: Psychology 206. 3-0-3.
307. **PHYSIOLOGICAL PSYCHOLOGY** **3 semester hours**
An examination of the biological correlates of behavior with emphasis on the structure and function of the nervous system, bases of perception, arousal, motivation, memory and learning. 3-0-3.
310. **SOCIAL PSYCHOLOGY** **3 semester hours**
A study of the interactions of persons in American society including such topics as group dynamics and pressure, crowd behavior, social movements and change, conformity and leadership. 3-0-3. (See Sociology 310)
374. **PSYCHOLOGY OF RELIGION** **3 semester hours**
A study of the principles of psychology as related to religious experience designed to develop insight into each student's own spiritual life. 3-0-3. (See Religious Education 374) WL II
396. **INTRODUCTION TO STATISTICS** **3 semester hours**
An introductory approach to descriptive and inferential statistics designed to develop an understanding of basic statistical concepts, statistical significance, statistical inference and hypothesis testing. 3-0-3. (See Sociology 396.)
397. **EXPERIMENTAL PSYCHOLOGY** **3 semesters**
An introductory examination of procedures involved in selecting and stating problems, constructing research designs, collecting and evaluating data and stating conclusions. Prerequisite: Psychology 396 or permission of instructor. 2-2-3.
401. **PSYCHOPATHOLOGY** **3 semester hours**
Survey and analysis of the major mental disorders, interpretations and theories of therapy, including the relationship of abnormal behavior to social norms. 3-0-3.
402. **INTRODUCTION TO COUNSELING** **3 semester hours**
The study of the basic theories of counseling integrated into a problem-management model. Prerequisite: Psychology 401 or permission of instructor. 3-0-3.

- 403. HUMAN BEHAVIOR IN ORGANIZATIONS 3 semester hours**
The application of psychological principles to the problems of industry and business, selection of personnel, training efficiency, job analysis, performance measurement and human relations. (See Management 403). 3-0-3.
- 405. PSYCHOLOGY OF THE EXCEPTIONAL STUDENT 3 semester hours**
A study of a wide range of exceptionalities manifested by children and adolescents in a school setting. Emphases are on appropriate instructional strategies and historical and legal bases for dealing with exceptional students. Observational experiences are required. Prerequisite: Psychology 301 or 302. 3-0-3.
- 408. HISTORY AND SYSTEMS 3 semester hours**
A study of the major systems and schools of psychology. 3-0-3.
- 412. PSYCHOLOGY OF AGING 3 semester hours**
An introduction to the psychological, social and biological aspects of aging. 3-0-3.
- 425. CRISIS INTERVENTION COUNSELING 3 semester hours**
Emphases are on death and dying, divorce, suicide, chemical dependency, rape and violence in the family. Supervised field experience is required. 3-0-3.
- 440. FAMILY COMMUNICATION 3 semester hours**
A study of family communication systems. Emphases are on the role of self concept, perceptions and emotions, listening skills, nonverbal communication, conflict resolution and building intimacy in family systems. 3-0-3.
- 441. PSYCHOLOGY OF LEARNING 3 semester hours**
A study of the major concepts of learning, experimental methods of studying learning phenomena and learning theory. Prerequisite: 9 hours of psychology or permission of the instructor. 3-0-3.
- 444. PSYCHOLOGICAL MEASUREMENT AND APPRAISAL 3 semester hours**
An introduction to psychological measurement, with emphasis on the measurement of intelligence, achievement, personality, interests and special aptitudes. 3-0-3. WL II
- 491, 492, 493 SEMINAR IN PSYCHOLOGY 1,2 or 3 semester hours**
Typical seminars are Psychology and Law and the Psychology of Women. Others are offered upon sufficient demand. 1-0-1, 2-0-2, 3-0-3.
- 495, 496. INDEPENDENT STUDY 3 semester hours**
An in-depth research study for seniors majoring in psychology working under the guidance of the psychology department faculty. The paper/project shall become a part of the holdings of Dover Library at the conclusion of the course. Prerequisites: Approval of the professor, chair and Dean. 0-Independent Study-3, 0-Independent Study-3.
- 497, 498. INTERNSHIP IN PSYCHOLOGY I AND II 3 semester hours each semester**
Prerequisite: senior standing and departmental approval. 1-5-3, 1-5-3.





Department of Religious Studies and Philosophy

Chair: Professor Cullinan

Professors: Partain, White, Stacy

Associate Professors: L. Gregg, M. Lutz, Parsons

Assistant Professor: Steibel

Instructor: Robinson

Statement of Purpose

The purpose of the Department of Religious Studies and Philosophy encompasses two areas:

For each student enrolled in the undergraduate and GOAL programs, the department offers an introduction to the Old and New Testaments. These introductions offer a survey of the history and faith of the communities out of which the texts emerge. They are intentionally placed in the context of a liberal arts education.

For students seeking a major, the department offers a major in Religious Studies with a choice of concentrations in Religion, Education Studies, or Biblical Languages and Literature. Each concentration presents a well-balanced course of study designed to acquaint each student with a variety of sub-disciplines and to nurture in each student disciplines appropriate for life-long learning and service.

Specific goals for these two areas are as follows:

The department seeks to lead each undergraduate student enrolled in the survey courses to demonstrate the ability to:

- (1) identify and discuss the significance of the major people, places, events, themes, and types of literature in the Old and New Testaments.
- (2) trace the historical development of the canons of the Old and New Testaments.
- (3) identify, assess, and utilize appropriate resources in biblical interpretation.
- (4) utilize the principles of critical analysis in interpreting a passage of Scripture.

The department seeks to prepare those students who major in the department to demonstrate the same skills as listed above and adds the following overall objectives (specific objectives are included in the various areas of concentration):

- (1) basic skills in biblical interpretation, and exegesis.
- (2) skills in critical thinking, written and oral communication.
- (3) an openness to the various theological and philosophical opinions of others and ability to communicate comfortably with those who agree and disagree with their own positions.
- (4) an increasing awareness of one's own self, including one's theology, personality, family of origin, choice of vocation, and inter-personal relationship skills.

- (5) an appreciation and understanding of the value of a major in religious studies within the context of a liberal-arts education.
- (6) the articulation of a systemic plan for life-long learning and service.

Faculty members in the Department of Religious Studies and Philosophy are committed:

- (1) to a life of scholarly exploration into our Judeo-Christian heritage.
- (2) to living lives which reflect the ideals and values of that heritage (including the worth of every person and our responsibility to be servants), seeking to follow the example of Jesus Christ.
- (3) to communicate the ideals and values of our Christian faith on campus and in the community.

Requirements for a degree with a Major in Religious Studies and Philosophy

The Minnesota Multiphasic Personality Inventory is administered to each student majoring in the department. This instrument provides the student the opportunity to look in a more intensive way at his/her personal strengths and weaknesses as they relate to ministry. The inventory and interpretation are offered each fall semester. Students are encouraged to take the MMPI during their Sophomore or Junior years. Students must complete the MMPI and have a conference before they can graduate.

Concentration in Religion

Those students who major in the department with a concentration in Religion should:

- (1) identify and develop the critical tools necessary for the disciplined exploration of Biblical Studies, Christian History and Thought, Religious Education, and related disciplines.
- (2) have a heightened awareness of the diversity and depth of their Christian religious experience.
- (3) list and discuss significant writers, literature, methodology, and the unique shape of the various disciplines in the field of Religion.
- (4) be able to do critical research in Religious Study and to give clear, substantive oral and written reports of such research.

Major Course Requirements

Core Curriculum

Other foreign languages are acceptable but Greek is highly recommended.

Area I. Biblical Studies. Select 6 hours: 3 hours from Religion 302, 303, 306, 307 and 3 hours from Religion 311, 312, 314, 316 or 317.

Area II. Christian History and Thought. Select 3 hours from Religion 322, 323, 324, 325, 327, 333 or 337.

Area III. Christianity and the World. Select 3 hours from Religion 243, 246, 326, 341, 347 or 378.

Area IV. Related Disciplines. Select 3 hours from Religious Education 271, 371, 372, 373 or 375.

Area V. Religion Seminar. Select two of the following: Religion 491, 492, 493 or 494.

Area VI. Select 9 hours from one or more of Areas I, II, III, IV, and V or Religion 251, 354, 495, any Philosophy course not counted in the core; Religious education 270, 374 or 401. Six hours of Greek or Hebrew language may apply toward the major after the Basic Core requirements are satisfied. Greek 301, 302; Hebrew 201, 202

Area VII. Select 3 hours from Religious Education 397, Religion 397 or Religion 358.

Minor

The student must choose:

- (1) a minor outside the Department of Religious Studies and Philosophy (exception: Philosophy) or
- (2) an inter-discipline minor consisting of a total of 18 hours outside the department, (exception: Philosophy) with a minimum of 9 hours taken in one discipline. Advisor approval is required.

Additional Requirements

- (1) Three hours of any literature course offered by the Department of English Language and Literature (other than core).
- (2) Six additional hours of language (preferably in the same language as the core).

Concentration in Biblical Languages and Literature

The students in this concentration are expected to demonstrate:

- (1) an advanced competency in Koine Greek.
- (2) an intermediate competency in biblical Hebrew.
- (3) an in-depth understanding of the literature of the Old and New Testaments.
- (4) an understanding of the cultural context from which the languages and literature come.
- (5) the ability to do critical research in Biblical Languages and Literature and to give clear, substantive oral and written reports of such research.

Major Course Requirements

Core Curriculum

Within the basic course requirements, a student seeking a major in Religion with a concentration in Biblical Languages and Literature should take Greek 101 and 102 as the core language requirement, and Greek 201 and 202 as additional requirements.

- (1) Language requirements: 18 hours
Greek 301 and 302. 6 hours.
Hebrew 201, 202, 301 and 302. 12 hours
- (2) Literature requirements: 9 hours.
Old Testament: 6 hours from Religion 302, 303, 306 and 307.
New Testament: 3 hours from Religion 311, 312, 314, 316 and 317.
- (3) Senior Seminar: 6 hours
Religion 491 and 492.

Minor

The student must choose:

- (1) a minor outside the Department of Religious Studies and Philosophy (exception: Philosophy) or
- (2) an inter-discipline minor consisting of a total of 18 hours outside the department, (exception: Philosophy) with a minimum of 9 hours taken in one discipline. Advisor approval is required.

Additional Requirements

- (1) English Literature — 3 hours other than core.
- (2) Greek 201 and 202.
- (3) Christian History and Thought: 3 hours from Rel. 322, 323, 324, 325, 327, 333 or 337.
- (4) Choose 1: Religion 397, Religious Education 397, or Religion 358.

Concentration in Education Studies

For those students who major in the department with a concentration in Education Ministries, the department seeks to lead the students to understand and utilize:

- (1) basic principles of teaching various age-groups in the church.
- (2) the history of religious education and current trends in the field.
- (3) leadership and administration skills needed in the field of religious education.
- (4) curriculum and programming design and implementation.
- (5) tools to develop and maintain spiritual, personal and psychological health.
- (6) the ability to do critical research in Religious Education and to give clear, substantive oral and written reports of such research.

Major Course Requirements

Core Curriculum

Other Foreign languages are acceptable but Greek is highly recommended.

Area I. Biblical Studies. Select 6 hours: 3 hours from Religion 302, 303, 306 or 307 and 3 hours from Religion 311, 312, 314, 316 or 317.

Area II. Christian History and Thought. Select 3 hours from Religion 322, 323, 324, 325, 327, 333 or 337.

Area III. Christianity and the World. Select 3 hours from Religion 243, 246, 326, 341, 347 or 378.

Area IV. Religious Education 271.

Area V. Senior Studies. Religious Education 375 and 490.

Area VI. Religious Education 270, 372 and 373.

Area VII. 3 hours from Religious Education 397 or Religion 358.

Minor

The student must choose:

- (1) a minor outside the Department of Religious Studies and Philosophy (exception: Philosophy) or
- (2) an inter-discipline minor consisting of a total of 18 hours outside the department, (exception: Philosophy) with a minimum of 9 hours taken in one discipline. Advisor approval is required.

Additional Requirements

- (1) Six additional hours of language (preferably in the same language as the core).
- (2) Three hours of any literature course offered by the Department of English Language and Literature (other than core).
- (3) Religious Education 371 and 374.

Minors Offered by the Department

Students seeking a minor with the Department of Religious Studies and Philosophy may choose one of six concentrations of study:

Biblical Studies

A minor in Biblical Studies requires 18 semester hours as follows: 9 hours upper-level Old Testament and 9 hours upper-level New Testament.

Christian History and Thought

A minor in Christian History and Thought requires 18 semester hours as follows: Religion 322, 325, 333, and either 493 or 494. The remaining 6 hours are selected from Religion 243, 246, 324, 326, 327, 337, 341 or 347.

Philosophy

A minor in philosophy studies requires 15 semester hours of courses in philosophy not counted in the core,

Religious Education

A minor in Religious Education requires Religious Education 270, 271. Select four from: 371, 372, 373, 374, 375, 401, and 490.

Religion

A minor in Religious Studies requires the following 18 semester hours: 3 hours advanced Old Testament; 3 hours advanced New Testament; 3 hours selected from Religion 322, 323, 324, 326, 327, 333 or 337; 3 hours selected from Religion 243, 246, 341, 347 or 378; 3 hours Religious Education; and 3 hours additional advanced Religion (except 304 and 305).

Biblical Languages and Literature

(Select one option from A,B, or C)

Option A.

12 hours Greek and/or Hebrew (in addition to core)

3 hours Advanced Old Testament

3 hours Advanced New Testament

Option B.

12 hours Greek and 6 hours Hebrew (in addition to core)

Option C.

12 hours Hebrew and 6 hours Greek (in addition to core)

Prerequisite Requirements

Religion 101 and Religion 102 are prerequisite to all other religion courses. Any exception must be approved by the chair of the Department of Religion studies and Philosophy.

Description of Courses

Religion

- | | | |
|---|--|-------------------------|
| 101. | INTRODUCTION TO THE OLD TESTAMENT | 3 semester hours |
| <p>An introduction and survey of the Old Testament focusing upon the history, literature, and faith of the people of Israel. (Credit may not be earned for both Religion 101 and Religion 304.) 3-0-3. offered each semester.</p> | | |
| 102. | INTRODUCTION TO THE NEW TESTAMENT | 3 semester hours |
| <p>An introduction and survey of the New Testament focusing upon the history, literature and faith that gave rise to Christianity. (Credit may not be earned for both Religion 102 and Religion 305.) 3-0-3. offered each semester.</p> | | |

243. **RELIGION AND MODERN EXPERIENCE** 3 semester hours
An introductory study of the nature of religion, the relationship between religion and culture, and some of the significant philosophical questions inherent in religious thought. 3-0-3.
246. **EASTERN RELIGIONS** 3 semester hours
A study of Hinduism, Buddhism and Islam, and the religions of China and Japan. 3-0-3.
251. **BIBLICAL BACKGROUNDS** 3 semester hours
A survey of the history and environment of the biblical world presented either as a travel-study course to the Near East or as a regular lecture course on the campus. Lecture-Travel-3 or 3-0-3.
302. **THE SACRED WRITINGS** 3 semester hours
A study of Hebrew poetry and selections of wisdom literature with special reference to its significance in the faith of ancient Israel. 3-0-3. WLII
303. **OLD TESTAMENT PROPHETS** 3 semester hours
A survey of prophecy in Israel with attention given to the historical settings of the individual prophets and to the relevance of their message. 3-0-3.
304. **OLD TESTAMENT SURVEY** 3 semester hours
An introduction and survey of the Old Testament focusing upon the history, literature, and faith of the people of Israel. (Credit may not be earned for both Religion 101 and Religion 304). 3-0-3.
305. **NEW TESTAMENT SURVEY** 3 semester hours
An introduction and survey of the New Testament focusing upon the history, literature and faith that gave rise to Christianity. (Credit may not be earned for both Religion 102 and Religion 305). 3-0-3.
306. **OLD TESTAMENT THOUGHT** 3 semester hours
The key categories of the Old Testament are discussed. Attention is directed around the historical development of the concepts of God, man, salvation, creation, and eschatology. 3-0-3.
307. **STUDIES IN THE PENTATEUCH** 3 semester hours
A critical evaluation of the nature, background, structure, and message of the Pentateuch. 3-0-3.
311. **THE TEACHINGS OF JESUS** 3 semester hours
A study of the person, work, and message of Jesus Christ as presented in the Synoptic Gospels. 3-0-3.
312. **LIFE AND LETTERS OF PAUL** 3 semester hours
A study of Paul's life and thought as presented in his Epistles. 3-0-3.
314. **NEW TESTAMENT THOUGHT** 3 semester hours
A study of certain key concepts of the New Testament which made a definite contribution to the faith of the Early Church. 3-0-3.
316. **THE WRITINGS OF JOHN** 3 semester hours
A study of the background and interpretation of the Fourth Gospel, the Epistles of John, and the Book of Revelation. 3-0-3.
317. **THE GENERAL EPISTLES AND HEBREWS** 3 semester hours
A study of the background, theology, and exegesis of James, I and II Peter, Jude, and Hebrews. 3-0-3.
322. **EARLY AND MEDIEVAL CHRISTIANITY** 3 semester hours
A survey of the most significant institutional, theological and social developments in the history of the Christian church from the first century through the latter Middle Ages. Prerequisite: History 101. 3-0-3.

323. **MODERN CHRISTIANITY** **3 semester hours**
Beginning with the Reformation this course is descriptive of church history to the present. Prerequisite: History 101. 3-0-3.
324. **AMERICAN CHRISTIANITY** **3 semester hours**
A historical survey of the American religious scene from the colonial period to the present. Primary emphasis is given to the development of the more prominent Christian denominations. 3-0-3.
325. **BAPTIST HERITAGE** **3 semester hours**
A study of the Baptists' story as well as those convictions and movements which have shaped their life. 3-0-3. WLI
326. **CHRISTIAN MISSIONS** **3 semester hours**
A wide-ranging exploration of the Christian mission, including the background and current status of missions, the strategies and methods of cross-cultural missions, and key issues in missions discussion. 3-0-3.
327. **THE RENAISSANCE AND REFORMATION** **3 semester hours**
An exploration of the major religious, social, intellectual and political changes in Western Europe from the late Middle Ages to the close of the sixteenth century. Particular emphasis is given to the relationship between Italian Humanism and the Protestant Reformation and to the continuity of the movement for Ecclesiastical Reform throughout the period. (Also listed as History 327.) 3-0-3.
333. **CHRISTIAN BELIEFS** **3 semester hours**
An introduction to the history, methods, and principal topics of Christian theology. 3-0-3.
337. **PHILOSOPHY OF RELIGION** **3 semester hours**
An introduction to selected issues raised through a philosophical investigation of religion including, but not confined to, the nature of religious language, the existence of God, the problem of evil, fideism, miracles, revelation, and the challenge of the religions of the world. (Also listed as Philosophy 337) 3-0-3.
341. **CHRISTIAN ETHICS** **3 semester hours**
A systematic study of the nature of morality; a defense of "Christian" ethics; and exploration of principles of Biblical ethics. Specific contemporary ethical issues provide the backdrop for discussions. 3-0-3.
347. **JUDAISM** **3 semester hours**
A study of modern Jewish worship and festivals, also the religion and philosophy characteristic of the Judaic movement. 3-0-3.
354. **CHRISTIAN PREACHING** **3 semester hours**
Guided readings and practice in the preparation and delivery of effective sermons. Prerequisite: six hours of religion. 3-0-3.
358. **MINISTRY PRACTICUM** **3 semester hours**
An introduction to the many facets of ministry. The course combines reading, discussion, lectures and reflection with guided experience in a church or other ministry setting. Prerequisite: approval of the department. 2-supervised experience-3.
378. **AMERICAN RELIGIOUS GROUPS** **3 semester hours**
A study of the basic history and teachings of unorthodox American religious groups and how they compare and contrast with orthodox Christianity. Special emphasis will be given to the cult and occult phenomena as well as the electronic and mail order church. 3-0-3.
380. **SELECTED TOPICS IN RELIGIOUS STUDIES** **1-3 semester hours**
397. **PASTORAL INTERNSHIP** **3 semester hours**
A minimum of ten weeks spent in full-time supervised service in the pastoral work of a local church. Prerequisites: approval of instructor and department. 0-practical experience-3. offered each summer.

491. **OLD TESTAMENT SEMINAR** **3 semester hours**
Through research and creative development, the course explores concepts such as faith, doctrine and religious experience in the Old Testament. 3-0-3. WLII
492. **NEW TESTAMENT SEMINAR** **3 semester hours**
Through directed readings, discussions and research, the course explores some of the major theological concepts in the New Testament. 3-0-3. WLII
493. **CHURCH HISTORY SEMINAR** **3 semester hours**
Through research and discussion, an in-depth study of some of the major personalities, institutions and periods of the history of the Christian church. 3-0-3.
494. **CONTEMPORARY THEOLOGY SEMINAR** **3 semester hours**
A seminar consisting of directed readings, discussions and research with attention given to primary sources representative of theological investigation from Schleiermacher to the present. 3-0-3.
495. **INDEPENDENT STUDY** **3 semester hours**
A course consisting of guided readings, independent research, conferences with the supervising professor, and the production of a final paper reflecting the student's synthesis of readings, research and conferences. The final paper shall become part of the holdings of the Dover Library. 0-Independent Study-3.

Religious Education

270. **INTRODUCTION TO RELIGIOUS EDUCATION FOUNDATIONS** **3 semester hours**
An inquiry into the history, current trends, philosophy, and vocational possibilities of religious education as well as the history of Southern Baptist organizations of religious education. 3-0-3. offered each spring semester.
271. **INTRODUCTION TO RELIGIOUS EDUCATION MINISTRIES** **3 semester hours**
Guided studies, observations, and practical experiences in the educational leadership in the church, including special study in the areas of personal and spiritual growth and development, church renewal, and vocational ministries. 3-1-3. offered each fall semester.
371. **RELIGIOUS EDUCATION OF PRE-SCHOOLERS AND CHILDREN** **3 semester hours**
A study of the educational principles utilized in the religious education of pre-schoolers and children. Special emphasis will be given to the developmental characteristics of these age-groups as well as the values and the limitations of organizations and methods designed to teach them. 3-0-3. offered each fall semester
372. **RELIGIOUS EDUCATION OF YOUTH AND ADULTS** **3 semester hours**
A study of the educational principles utilized in the religious education of youth and adults. Special emphasis will be given to the developmental characteristics of these age-groups as well as the values and limitations of organizations and methods designed to teach them. 3-0-3. offered each spring semester
373. **RELIGIOUS EDUCATION FOUNDATIONS: CHURCH ADMINISTRATION** **3 semester hours**
A study of church polity, leadership, and administration with special attention given to organizational development theory and public relations. 3-0-3. offered each fall semester

- 374. PSYCHOLOGY OF RELIGION 3 semester hours**
A study of the principles of psychology as related to religious experience designed to assist students in developing insight into one's own spiritual life (also listed as Psychology 374). Prerequisite: Psychology 201 or 280. 3-0-3. offered each spring semester WLII.
- 375. ORGANIZATIONS AND CURRICULUM 3 semester hours**
An introduction to the Southern Baptist organizations of religious education through a study of their functions, leadership, structure, and curricula. 3-0-3. offered each fall semester
- 380. SELECTED TOPICS IN RELIGIOUS EDUCATION 1 semester hours**
- 397. RELIGIOUS EDUCATION INTERNSHIP 3 semester hours**
A minimum of ten weeks spent in full-time supervised service in a local church or denominational agency. Prerequisites: approval of the instructor and the department. 0-practical experience-3. offered each summer.
- 401. COUNSELING FOR CHURCH LEADERS 3 semester hours**
A study of basic counseling techniques, such as referral, qualifications of the counselor, theories of personality, along with a consideration of basic counseling theories. Prerequisites: 6 hours of psychology. 3-0-3.
- 490. RELIGIOUS EDUCATION SEMINAR 3 semester hours**
Guided reading, group discussion, and independent research offer the senior student the opportunity to study more deeply the scope of religious education ministry. Prerequisites: Religious Education 270 and senior standing. 3-0-3. offered each spring semester. WLII
- 495. INDEPENDENT STUDY 3 semester hours**
An in-depth study for seniors majoring in religious studies who wish to write a research project in the field of religious education under the guidance of a faculty member assigned by the department. Prerequisites: approval of the instructor and of the department. 0-independent study-3. offered by arrangement.

Philosophy

- 200. INTRODUCTION TO PHILOSOPHY 3 semester hours**
An introduction to the major types of philosophy (schools and movements) and the principal problems and questions of human existence. 3-0-3.
- 201. AN INTRODUCTION TO LOGIC**
An introduction to classical and contemporary logic, emphasizing argumentation and reasoning. Attention to language and its relation to philosophical problems. Examination of the formal laws of valid thought and fallacies found in ordinary discourse. 3-0-3.
- 243. RELIGION AND MODERN EXPERIENCE 3 semester hours**
An introductory study of the nature of religion, the relationship between religion and culture, and some of the significant philosophical questions inherent in religious thought. 3-0-3.
- 337. PHILOSOPHY OF RELIGION 3 semester hours**
An introduction to selected issues raised through a philosophical investigation of religion including, but not confined to, the nature of religious language, the existence of God, the problem of evil, fideism, revelation, and the challenge of the religions of the world. 3-0-3. (Also listed as Religion 337)
- 361. HISTORY OF PHILOSOPHY I 3 semester hours**
An introduction and survey of the thinkers and systems of thought which have influenced the development of Western philosophy from the Pre-Socratics through the thirteenth century. 3-0-3.

362. **HISTORY OF PHILOSOPHY II** **3 semester hours**
An introduction and survey of the thinkers and systems of thought which have influenced the development of Western philosophy from the Renaissance through the Modern Period. 3-0-3.
380. **SELECTED TOPICS IN PHILOSOPHY** **1-3 semester hours**





Department of Social Sciences

Chair: Professor Eastman

Professors: G. Blackburn, Hambright

Visiting Professor: Strokanov

Associate Professors: Munoz, Ellington, Shackleford

Assistant Professors: Prim, Yelton

Instructor: Sain

The Department of Social Sciences accepts candidates for the Bachelor of Arts degree with a major in History, Social Science, and Sociology. The major purposes of the department are:

- (1) to prepare students for careers such as teaching, research, social work, and government service.
- (2) to provide a foundation for continued study in graduate or professional schools.
- (3) to help the student acquire an awareness of the major social, political, and historical contexts of various world cultures past and present.
- (4) to help the student understand and function effectively in the society in which he or she lives.

The teacher training program attempts to:

- (1) assure that the student acquires an understanding of the social, political, geographical, economic, and religious forces operating in society.
- (2) provide for in-depth preparation in history and the social sciences plus an intensive study in one or more of the major disciplines.
- (3) provide for development of the social studies skills required in formulating objectives, selecting content, using effective teaching strategies and evaluating learning.
- (4) instill in the student an awareness of the need for continuing education and professional development. Students seeking secondary social studies certification must meet requirements for admission and completion of the teacher education program as well as fulfill the specific departmental requirements for a major and for teacher certification which are listed below.

All students are required to complete a minor in a field of their own choice. Students choosing to seek teacher licensure must minor in teacher education and complete a supportive minor within the Department.

Requirements for Majors Offered in the Department

A major in History requires 33 semester hours of History beyond core requirements. As a part of the 33 semester hours, each student should have a minimum of 9 hours in American history and 9 hours in non-American history and History 200.

History 200 should be taken in the sophomore year prior to taking any 300 or 400 level history courses.

A major in Sociology requires 30 semester hours of Sociology including 201, 311, 330 and Sociology 396.

A major in Social Science requires 33 semester hours as follows: 6 hours each of history, political science, and sociology; 3 hours of economics; and 9 hours of courses at the 300 or 400 level in the social sciences. The remaining three hours is met by taking History 200, which the student should take prior to taking any advanced history course.

Requirements for Minors Offered in the Department

A minor in History requires History 201 and 202 plus 12 additional hours of history beyond core requirements as approved by the faculty advisor.

A minor in Sociology requires Sociology 201 plus 15 additional hours of sociology as approved by the faculty advisor.

A minor in Political Science requires Political Science 201 and 202 plus 12 additional hours of Political Science as approved by the faculty adviser.

A minor in Social Sciences requires History 201 and 202, Political Science 201 and 202, Sociology 201 plus one additional 3 semester hour course as approved by the faculty advisor.

A minor in Criminal Justice requires 18 hours chosen from the following: CJ 410, 420, 430, 497; Sociology 411, Political Science 314, Management 400 and Health 401.

Teacher Licensure Requirements

Any student majoring in History, Sociology or Social Sciences and wishing to complete requirements for teacher licensure for secondary schools must complete a teacher education minor composed of the following courses: Education 201, 301, 316, 325, 440, 450; Psychology 302, 303 and Social Studies Education 432.

All students seeking teacher licensure must complete a supportive minor within the Department to supplement their major in order to meet State Department of Public Instruction competencies. Students majoring in History must take a supportive minor in Social Sciences (any 18 hours of Political Science Sociology or Economics). Students majoring in Sociology or Social Sciences must take a supportive minor in History (18 hours of History that must include a minimum of 6 hours of American History and 6 hours of European History). These courses are required so that teachers will meet all State Department of Public Instruction competencies and be fully prepared to teach any of the basic North Carolina secondary Social Studies courses. The additional courses are taken in lieu of free elective hours.

Description of Courses

Social Science and Geography

205. GLOBAL UNDERSTANDING

This course is an introduction to the major economic, social, political, diplomatic, and environmental trends in the World since 1945. Geography is emphasized in this course. 3-0-3.

101. **INTRODUCTION TO PHYSICAL GEOGRAPHY** **3 semester hours**
The study of climate, vegetation, soil, water resources, mineral resources, and land form from the geographic perspective. 3-0-3.
102. **WORLD REGIONS** **3 semester hours**
The study of physical and human geography of the various world regions. 3-0-3.

History

101. **SURVEY OF WESTERN CIVILIZATION I** **3 semester hours**
Beginning with earliest times, the course covers the civilizations of Egypt, Mesopotamia, Greece, Rome, Medieval and Early Modern periods. Concludes with 1715. 3-0-3.
102. **SURVEY OF WESTERN CIVILIZATION II** **3 semester hours**
Beginning with 1715, this course presents a perspective of the last three centuries of western history. 3-0-3.
200. **INTRODUCTION TO HISTORICAL STUDY** **3 semester hours**
This course, required of all History and Social Sciences Majors, is intended to provide students with a foundation for further in-depth historical study. To help students develop such a basis, the course addresses the issue of the scope, skills and methods of historical study and writing, including understanding basic terminology, ethics, research sources and methodologies. 3-0-3.
201. **SURVEY OF UNITED STATES HISTORY TO 1877** **3 semester hours**
This course attempts to survey the social, intellectual, economic, geographical and constitutional foundations of the United States. 3-0-3.
202. **SURVEY OF UNITED STATES HISTORY SINCE 1877** **3 semester hours**
The purpose of this course is to survey the economic, social, political, geographic and international development of the United States from basically a rural society to an industrialized, urban world power. 3-0-3.
311. **MEDIEVAL EUROPE** **3 semester hours**
An examination of the significant social, religious and political developments in the Medieval West from the fall of the Roman Empire through the fifteenth century. Special emphasis is given to the synthesis of Roman, Christian and Germanic values and institutions in the Medieval period. 3-0-3.
315. **THE UNITED STATES DURING THE COLONIAL PERIOD** **3 semester hours**
The purpose of this course is to examine the settlement of the American colonies and the development of the social, political, intellectual and international factors that formed the foundations of American civilization. 3-0-3.
316. **HAMILTON, JEFFERSON AND JACKSON** **3 semester hours**
The purpose of this course is to examine the beginnings of American Federalism and its political, social, economic and international context. 3-0-3.
318. **CIVIL WAR AND RECONSTRUCTION** **3 semester hours**
The purpose of this course is to study and analyze the causes and events of the American Civil War and its consequences. 3-0-3.
319. **THE UNITED STATES IN THE TWENTIETH CENTURY** **3 semester hours**
The purpose of this course is to examine the history of the United States in regard to events, movements, trends and the growth of the United States as a world power. The course also examines the influence of global economics and United States' diplomacy as a world power. 3-0-3.

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| 322. | EARLY AND MEDIEVAL CHRISTIANITY | 3 semester hours |
| A survey of the most significant institutional, theological and social developments in the history of the Christian church from the first century through the latter Middle Ages. 3-0-3. | | |
| 323. | MODERN CHRISTIANITY | 3 semester hours |
| Beginning with the Reformation this course is descriptive of church history to the present. Prerequisite: History 101. 3-0-3. | | |
| 324. | AMERICAN CHRISTIANITY | 3 semester hours |
| A historical survey of the American religious scene from the colonial period to the present. Primary emphasis is given to the development of the more prominent Christian denominations. 3-0-3. | | |
| 327. | THE RENAISSANCE AND REFORMATION | 3 semester hours |
| An exploration of the major religious, social, intellectual and political changes in Western Europe from the late Middle Ages to the close of the sixteenth century. Particular emphasis is given to the relationship between Italian Humanism and the Protestant Reformation and to the continuity of the movement for Ecclesiastical Reform throughout the period. 3-0-3. | | |
| 331. | NINETEENTH CENTURY EUROPE | 3 semester hours |
| This course explores the main aspects of the political, social, cultural, economic, intellectual, diplomatic and military events of European history from 1789 to 1914. Specific attention will be given to the French Revolution, conservatism, liberalism, nationalism, industrialization, imperialism and the outbreak of the First World War and the broad impacts of these ideas and events upon European civilization. 3-0-3. | | |
| 332. | TWENTIETH CENTURY EUROPE | 3 semester hours |
| The course is designed to provide students with an in-depth understanding of the causes, course and impacts of the World Wars, Communism, Fascism/Nazism, the Cold War, the dream of European unity, decolonization and the emergence of an interdependent world and the collapse of Soviet hegemony in Eastern Europe on the political, social, economic, cultural, intellectual and diplomatic development of Europe. 3-0-3. | | |
| 345. | NORTH CAROLINA HISTORY | 3 semester hours |
| A chronological study of the history of North Carolina from its colonial beginnings until the present. The state's problems and potential are carefully examined in the broader context of U.S. history. 3-0-3. | | |
| 353. | NON-WESTERN CIVILIZATIONS | 3 semesters hours |
| This is an examination of the development of African and Asian civilization with emphasis on the cultural and social impact of these civilizations on the present. 3-0-3. | | |
| 362. | HISTORY OF THE SOVIET UNION | 3 semester hours |
| An examination of Soviet political, social, economic, diplomatic, cultural and intellectual history from 1917 to the present, the course will focus upon the causes, course and impacts of the Revolution and the Civil War, the reigns of Lenin and Stalin, the second World War, the Cold War, Khrushchev's reforms, Brezhnev's technocracy, Gorbachev's perestroika and the fall of the USSR. 3-0-3. | | |
| 380. | MODERN GERMANY SINCE 1789 | 3 semester hours |
| This course is a detailed examination of the political, social, economic, cultural, intellectual, diplomatic and military development of modern Germany. The German Question the debate over whether the German people can exist as a unified nation without seeking to dominate their neighbors, remains a constant theme throughout the course. Other key topics include liberalism, nationalism, industrialization, the World Wars, Nazism, the occupation and division of Germany, and unification and the broad impacts of these events and ideas. 3-0-3. | | |

- 411. DIPLOMATIC HISTORY OF THE UNITED STATES 3 semester hours**
The purpose of this course is to examine the foreign relations of the United States from its emergence as a nation in 1783 to its position as a leading power in the present century. The course focuses on relations with Latin America, Europe, the Far East, and Canada. 3-0-3.
- 413. HISTORY OF AFRICA SINCE 1500 3 semester hours**
The general history of peoples and areas of Africa, the continent's wars of national liberation, European imperialism's effects, Soviet activities, and the importance of Africa's resources to the modern industrial world. 3-0-3.
- 414. HISTORY OF ENGLAND TO 1688 3 semester hours**
Study of English history from Roman Britain to the Glorious Revolution of 1688. Special emphasis on Anglo-Saxon England, the Norman Conquest, the Tudor Dynasty and the constitutional conflicts of the seventeenth century. 3-0-3.
- 417. EUROPEAN IMPERIALISM 3 semester hours**
A study of European imperialism from the nineteenth century to the post-1945 period of decolonization. The course will focus on imperial expansion, cultural interchange between Europe and the Third World and the creation of the global age. Special attention will concentrate on the impact of imperial relationships in Africa and Asia and the geography of the region. 3-0-3.
- 419. EUROPE SINCE 1945 3 semester hours**
A study of European history from the Second World War to the present. This course will examine economic developments, the evolution of European unity, domestic politics of the European states cultural and social change, and Europe's role in the Contemporary world. 3-0-3.
- 430. SPECIAL TOPICS: EUROPEAN HISTORY 3 semester hours**
A specialized study of various historical developments in European History. Topics will vary from semester to semester. 3-0-3.
- 431. SPECIAL TOPICS: AMERICAN HISTORY 3 semester hours**
A specialized study of various historical developments in American History. Topics will vary from semester to semester. 3-0-3.
- 495, 496. INDEPENDENT STUDY 3 semester hours each semester**
Open to juniors and seniors who request and are given permission to do a guided reading and/or student-initiated research course that includes a written project/paper. Prerequisites: Approval by the professor offering the study, student's major department, and concurrence of the Dean. 0-Independent Study-3, 0-Independent Study-3.
- 497, 498. INTERNSHIP IN HISTORY 3 semester hours**
Three hours credit may apply to the student's major. Prerequisites: senior standing and department approval.

Political Science

- 201. INTRODUCTION TO POLITICAL SCIENCE 3 semester hours**
A basic course in political science dealing with the fundamentals of persons politically organized. 3-0-3.
- 202. UNITED STATES GOVERNMENT 3 semester hours**
A comprehensive presentation of the principles of American constitutional government, and a behavioral analysis of the institutions and processes of the national and state governments and the Federal system. 3-0-3.

- 304. STATE AND LOCAL GOVERNMENT IN THE UNITED STATES** **3 semester hours**
A study of the problems of governmental relationships and administrative management in state, country, and municipal government. 3-0-3.
- 311. EUROPEAN GOVERNMENT AND POLITICS** **3 semester hours**
A detailed account of the political institutions and processes of France, Germany, the United Kingdom, and the U.S.S.R. 3-0-3.
- 314. JUDICIAL PROCESS** **3 semester hours**
A study of judicial processes in the United States including pertinent court decisions and a general review of the administration of justice in our society. 3-0-3.
- 315. CIVIL LIBERTIES** **3 semester hours**
A study of basic freedoms such as speech, press and religion as well as emphasis on the significance of equal protection of the law. Emphasis will be given to both court cases and the development of concepts such as freedom of expression. 3-0-3.
- 320. CONSTITUTIONAL LAW** **3 semester hours**
A study of principles and leading cases with emphasis on judicial and executive elaboration and the development of civil liberties in the United States. 3-0-3.
- 321. INTERNATIONAL RELATIONS AND WORLD POLITICS** **3 semester hours**
An analysis of politics among nations with emphasis on the changing international setting in the 20th century as the Third World nations become key part of world politics. 3-0-3.
- 323. AMERICAN POLITICAL PARTIES** **3 semester hours**
A study of the history, structure and function of parties in the American system of government. 3-0-3.
- 325. SOUTHERN POLITICS** **3 semester hours**
An analysis of the nature and style of Southern politics with emphasis on the development of two-party politics and the rise of Black political participation. 3-0-3.
- 333. THE PRESIDENT AND CONGRESS** **3 semester hours**
A study of the executive and legislative branches of government in the U.S. with an emphasis on their political development and interaction. 3-0-3.
- 495. INDEPENDENT STUDY** **3 semester hours**
Open to juniors and seniors who request and are given permission to do a guided reading and/or student-initiated research course that includes a written project/paper. Prerequisites: Approval by the professor offering the study, student's major department, and concurrence of the Dean. 0-Independent Study-(1-3).
- 497, 498. INTERNSHIP IN POLITICAL SCIENCE** **3 semester hours each semester**
Three hours credit may apply to the student's major. Prerequisite: junior standing and departmental approval. 0-Practical Experience-3, 0-Practical Experience-3.

Sociology

- 201. INTRODUCTION TO SOCIOLOGY** **3 semester hours**
An introduction to sociology, providing essentials for an understanding of the forces making for group life and for specialized study of sociological problems. 3-0-3.
- 202. SOCIAL PROBLEMS** **3 semester hours**
An analysis of some of the major problems of personal and social disorganization in contemporary society with emphasis upon causes, treatment, and prevention. 3-0-3.
- 203. MARRIAGE AND FAMILY** **3 semester hours**
A study of the practical problems of courtship and marriage, with emphasis on inter-personal relationships between husband and wife, and parents and children. While

more attention is given to the American family, the family is studied in other parts of the world including Asia, Africa, Latin America, the Middle East and Europe. 3-0-3.

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| 300. | DEMOGRAPHY | 3 semester hours |
| | A study of the changes in a population, how these changes occur and what impact these population changes have on geographical and economic systems. The course compares the American experience with lesser developed countries. 3-0-3. | |
| 310. | SOCIAL PSYCHOLOGY | 3 semester hours |
| | A study of the interaction between the individual and the group, and the influence of each on the other. 3-0-3. | |
| 311. | SOCIAL RESEARCH METHODOLOGY | 3 semester hours |
| | The scientific method is applied to social phenomena: formulating and testing hypotheses, techniques for collecting data, measuring social variables, interpreting research findings. The scientific method as applied to social sciences will be explored in the latter part of the course through student participation in the design and analysis of a survey. 3-0-3. | |
| 313. | SOCIOLOGY OF DEVIANT BEHAVIOR | 3 semester hours |
| | An introduction to the sociological study and critical analysis of theories of deviant behavior. Descriptive and explanatory approaches to kinds and amounts of deviance in contemporary American society; social change, anomie and social disorganization theories; the process of stigmatization; formal and informal societal responses to deviance and the deviant. 3-0-3. | |
| 330. | SOCIOLOGICAL THEORY | 3 semester hours |
| | A systematic analysis of the trends and developments in sociological theory. Emphasis is placed on the current state of sociological theory and its relationship to empirical research. 3-0-3. | |
| 331. | PRINCIPLES OF SOCIAL WORK | 3 semester hours |
| | An examination of the field of social work nature, scope, and functions of social work today, including public and private social agencies and institutions. 3-0-3. | |
| 340. | SOCIAL CHANGE | 3 semester hours |
| | An examination of social systems within the framework of functional and conflict theory with particular emphasis upon the planning of social change. 3-0-3. | |
| 356. | SOCIOLOGY OF RELIGION | 3 semester hours |
| | Religion analyzed as a social institution, with particular reference to the relationship between religious and non-religious spheres of society, the structure of religious organizations, and the social-psychology of religious behavior. 3-0-3. | |
| 396. | INTRODUCTION TO STATISTICS | 3 semester hours |
| | (See Psychology 396.) 3-0-3. | |
| 400. | MINORITY GROUPS | 3 semester hours |
| | A study of present-day racial and cultural minorities with emphasis on scientific facts about race and on changing attitudes and policies. In addition to studying minority relations in the United States, attention will be given to minority relations in South Africa, the Far East, Eastern Europe, Latin America and other parts of the world. 3-0-3. | |
| 405. | SOCIOLOGY OF EDUCATION | 3 semester hours |
| | The study of education as a social system. Emphasis will be placed on the internal processes and structure of educational institutions, the function of education in society, and the dynamics of educational reform in a changing social environment. | |
| 410. | SOCIOLOGY OF GENDER. | 3 semester hours |
| | Sociological theories, concepts, and perspectives will be used to analyze the social meaning of gender in American society. Attention will be given to gender differences and similarities, social role expectations, and an historical survey of the changing roles of men and women in our society. | |

- 411. CRIMINOLOGY 3 semester hours**
An analysis of the nature and extent of criminal behavior, factors which seem to be related to such behavior, and changing attitudes toward the criminal and crime control. 3-0-3.
- 421. THE COMMUNITY 3 semester hours**
A study of the structure and function of rural and urban communities, their institutions and problems. Differences between American communities and communities in other cultures will be examined. 3-0-3.
- 430. SPECIAL TOPICS: SOCIOLOGY 3 semester hours**
A specialized study of various sociological developments. Topics will vary from semester to semester. 3-0-3.
- 490. SOCIOLOGY SEMINAR 3 semester hours**
Independent research, guided readings and other learning experiences offers the senior student the opportunity to study more deeply the total scope of the field of sociology. 3-0-3.
- 497, 498. INTERNSHIP 3 semester hours each semester**
Three hours credit may apply to the student's major. Prerequisites: senior standing and departmental approval. 1-5-3, 1-5-3.

Social Studies

- 307. SOCIAL STUDIES IN THE ELEMENTARY SCHOOLS 3 semester hours**
A study of the content, resources, and strategies in social studies education. This course includes examination of methods for planning, teaching, and evaluating history, geography, civics and other social studies. 3-0-3.
- 432. METHODS OF TEACHING SECONDARY SOCIAL STUDIES 3 semester hours**
This course will examine methods of teaching secondary social studies, including the formulation of instructional objectives, use of multiple resources, selection of appropriate strategies, and a variety of techniques for assessing and evaluating student progress. Supervised field experience will be included. 3-0-3.



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Trena Roberson Martelon, Alumni Trustee
Vickie P. Reeves, Alumni Trustee

Undergraduate Faculty 1995-96

- Stephen L. Baglione, 1994*, Assistant Professor of Business Administration
B.A., Queens College, New York; M.A., Ph.D. University of South Carolina
- Doris V. Banner, 1970-1975; 1992, Professor of Education and Mathematics
A.A., Gardner-Webb University; B.S., M.A., Ed.S., Appalachian State University;
Ed.D., University of North Carolina at Greensboro
- Raquel Barreto, 1992, Instructor in Spanish
B.A., Central Wesleyan College; M.A., Ohio University
- Robert J. Bass, 1995 Associate Professor of Mathematics
B.S., University of North Carolina at Charlotte; M.S., Ph.D., University of North
Carolina at Chapel Hill
- Susan C. Bell, 1986, Assistant Professor of Art
B.A., Mary Baldwin College; M.A., Presbyterian School of Christian Education; M.A.,
University of South Carolina
- Carolyn A. Billings, 1979, Professor of Music
B.M., Salem College; M.M., University of Illinois at Champaign-Urbana; D.M.A.,
University of Missouri at Kansas City
- Kevin S. Binfield, 1993, Assistant Professor of English
B.A. Nebraska Wesleyan College; M.A., Ph.D., University of Nebraska
- Majorie E. Bivens, 1995, Instructor In Nursing
A.S., Western Piedmont Community College; B.S.N., University of North Carolina at
Charlotte; M.S.N., University of North Carolina at Greensboro
- Gilmer W. Blackburn, 1968, Professor of History; Vice President and Dean of Academic
Affairs
A.A., Gardner-Webb University; B.A., M.A. Wake Forest University; Ph.D.,
University of North Carolina at Chapel Hill
- Robert R. Blackburn, 1958-1962; 1969, Professor of Health Education and Physical
Education
A.A., Gardner-Webb University; B.S., Erskine College; M.A., Ed.D., George Peabody
College for Teachers
- A. Frank Bonner, 1987, Professor of English; Provost and Senior Vice President
B.A., Furman University; M.A., University of Georgia; Ph.D., University of North
Carolina at Chapel Hill
- I. Glenn Bottoms, 1983, Professor of Economics and Management Information Systems
B.A., Emory University; M.A., University of Ottawa; Ph.D., Georgia State University;
Additional study, George Washington University
- John O. Brock, 1987, Visiting Professor of Communication Studies; Vice President of
Marketing
B.A., Mars Hill College; Additional study, University of North Carolina at Charlotte
- Emily W. Brown, 1994, Instructor in Business Administration; Business Coordinator -
GOAL Program
B.S., Gardner-Webb University; M.B.A., Western Carolina University

- Frieda F. Brown, 1985, Professor of Psychology
B.A., M. Ed., University of North Carolina at Chapel Hill; Ph. D., University of Louisville
- Joyce C. Brown, 1966, Professor of English; Chair, Department of English Language and Literature
B.S., M.A., Appalachian State University; Ph.D., University of Southern Mississippi; Additional study, Appalachian State University
- Leslie M. Brown, 1966, Professor of Biology
B.S., M.A., Appalachian State University; Ph.D., University of Southern Mississippi
- Barbara N. Burkett, 1979, Professor of Biology
B.S., North Carolina State University; Ph.D., Western Reserve University
- Tracy T. Caldwell, 1992, Assistant Professor of Nursing
Diploma, Spartanburg General Hospital School of Nursing; B.S.N., M.N., University of South Carolina
- Sue C. Camp, 1976, Professor of Business Administration
B.S., Gardner-Webb University; M.A.T., Winthrop University; Additional study, University of South Carolina; Ed.D., University of Tennessee at Knoxville
- Sherilyn M. Cannon, 1991, Instructor in Nursing
B.S.N., Loma Linda University
- Janie M. Carlton, 1982, Professor of Nursing
B.S., Lenoir-Rhyne College; M.N., Emory University; Ed.D., North Carolina State University
- T. Eugene Carpenter, 1994, Associate Professor of Human Services; Director of GOAL Human Services Programs
A.A., Brevard College; B.S., Clemson University; M.A., Appalachian State University; Ed.D., North Carolina State University
- Wallace R. Carpenter, 1964, Associate Professor of Management Information Systems
B.S., M.A., Appalachian State University; Ed.S, Western Carolina University; Additional study, University of North Carolina at Chapel Hill; Western Carolina University
- David M. Carscaddon, 1990, Assistant Professor of Psychology
B.A., University of North Carolina at Asheville; M.A., Morehead State University; Doctoral Studies, University of South Carolina
- Benjamin B. Carson, 1991, Professor of Education; Chair, Department of Education
A.B., Catawba College; M.A., Furman University; Ed. D., University of Georgia
- Gary L. Chandler, 1987, Associate Professor of Health Education and Physical Education
B.S., M.A., Appalachian State University, Ed.D., University of North Carolina at Greensboro
- Deborah W. Cody, 1991, Assistant Professor of Nursing
B.S.N., M.S.N., University of North Carolina at Chapel Hill
- Victor J. Costello, 1995, Assistant Professor of Communication Studies
B.S., Western Carolina University; M.A., Regent University; Ph.D. candidate, University of Tennessee at Knoxville
- Tamara A. Cox, 1995, Assistant Professor of French
B.A., M.A., University of Mississippi; Ph. D., University of North Carolina at Chapel Hill

- James E. Crawley, 1994, Professor of Business Administration; Dean of the School of Business
B.S., Clemson University
- Alice R. Cullinan, 1974, Professor of Religious Education and Religion; Chair, Department of Religious Studies and Philosophy
B.A., Carson-Newman College; M.R.E., Ph.D., Southwestern Baptist Theological Seminary
- Steve Dalton, 1996, Professor of Education
A.A., Gardner-Webb University; B.S., Wake Forest University; M.A., Ed.S., Appalachian State University; Ed.D., University of North Carolina at Greensboro
- Donald W. Durham, 1994, Instructor in Religion; Assistant to the President
B.A., Gardner-Webb University; M.Div., The Southern Baptist Theological Seminary
- Anthony F. Eastman, 1966, Professor of History; Chair, Department of Social Sciences
B.A., Union University; M.A., Memphis State University; Ph.D., University of Southern Mississippi
- Donna S. Ellington, 1988, Associate Professor of History
B.A., M.A., Appalachian State University; Ph.D., Duke University
- Thomas R. English III, 1989, Assistant Professor of Physics and Astronomy
B.S., Guilford College; M.S., University of Georgia
- Terry L. Fern, 1980, Professor of Music; Chair, Department of Fine Arts
B.M., Oklahoma Baptist University; M.M., University of Louisville; D.M.A., North Texas State University; Additional Study, Oberlin Conservatory of Music, Oberlin College
- H. Woodrow Fish Jr., 1984, Assistant Professor of Health Education and Physical Education; Head Football Coach
B.S., M.A., Gardner-Webb University
- Roger G. Gaddis, 1974, Professor of Psychology
B.A., University of North Carolina at Charlotte; M.A., University of Tennessee; Ph.D., University of South Carolina; Additional study, Appalachian State University
- Jewel Giesy, 1995, Instructor in Health Education and Physical Education
A.A., Hillsborough Community College, Florida; B.A., Furman University; M.S., University of Florida
- Earl H. Godfrey, Jr., 1992, Instructor in Business Administration
B.S., University of South Carolina; M.B.A., Winthrop University
- Darlene J. Gravett, 1989, Professor of English; Dean of Graduate Studies
B.A., Eastern Kentucky University; M.Ed., University of Miami; Ph.D., University of Southern Mississippi
- D. Larry Gregg, 1992, Associate Professor of Religion
A.S., Gadsden State Junior College; B.A., Jacksonville State University, Alabama; M.A., Samford University; M.Div., Ph.D., The Southern Baptist Theological Seminary
- F. Keith Griggs, 1965, Professor of Business Administration and Management Information Systems; Chair, Broyhill Undergraduate School of Management
B.S., M.A., Appalachian State University; M.Ed., University of North Carolina at Charlotte; Ed.S., Western Carolina University; Ed.D., Virginia Polytechnic Institute and State University

- Nell S. Griggs, 1965, Assistant Professor of Health Education and Physical Education
A.B., Lenoir-Rhyne College; M.A., Appalachian State University; Additional study,
Western Carolina University; University of North Carolina at Charlotte; Gardner-
Webb University
- Barry E. Hambright, 1969, Professor of History and Political Science; Assistant Dean of
Academic Affairs
A.A., Gardner-Webb University; B.A., Carson-Newman College; M.A., University of
Massachusetts; Ph.D., University of South Carolina
- Johnnie C. Hamrick, 1982, Assistant Professor of Education
B.S., M.A., Gardner-Webb University; Ed.S., Appalachian State University; Ed.D.,
University of North Carolina at Greensboro
- J. Russell Hardin, 1985, Assistant Professor of Accounting
A.A., Isothermal Community College; B.S., M.A., Appalachian State University;
Ph.D., University of Mississippi; CPA
- Patricia B. Harrelson, 1975, Assistant Professor of Music
B.M., North Carolina School of the Arts; M.M., Converse College; Additional study,
University of Florida; University of North Carolina at Greensboro; Eureka College;
Westminster Choir College; Indiana University; Cincinnati Conservatory; D.M.
Candidate, Florida State University
- Libby W. Hart, 1982, Assistant Professor of Mathematics and Computer Science
B.S., M.A., Appalachian State University; B.A., M.S., University of North Carolina at
Charlotte
- James D. Hartman Jr., 1983, Assistant Professor of Management
A.A., Gardner-Webb University, A.B., Wofford College; M.B.A., University of South
Carolina; Ph.D. Candidate, Clemson University
- Carol L. Higy, 1992, Associate Professor of Health Education and Physical Education
B.S., Malone College; M.S., Ed.D. Candidate, University of Akron
- June H. Hobbs, 1994, Assistant Professor of English
B.A., Oklahoma Baptist University; M.A., University of Louisville; Ph.D., University of
Oklahoma
- Mary Lou H. Hodge, 1992, Assistant Professor of Nursing
A.D.N., B.S.N., University of South Carolina at Spartanburg; M.N., University of
South Carolina
- Arlen K. Honts, 1993, Assistant Professor of Business Administration
B.A., M.B.A., University of Oklahoma; Ph.D. candidate, Vanderbilt University
- William M. Hoover, 1992, Professor of Mathematics; Chair, Department of Mathematical
Sciences
B.S.E.E., Virginia Military Institute; M.S.E.E., Ph.D., University of Texas at Arlington
- Tammy Campbell Hoyle, 1990, Instructor in Mathematics
B.S., Gardner-Webb University; M.A., Wake Forest University
- Delores M. Hunt, 1978-80; 1982, Professor of Health Education and Physical Education;
Dean, School of Education
B.S., Auburn University; M.Ed., D.A., Middle Tennessee State University
- Sharon D. Jennings, 1986, Assistant Professor; Director of the Noel Program for the
Disabled
A.A., Stephens College; B.A., University of North Carolina at Chapel Hill; M.A.,
University of North Carolina at Charlotte

- Tracy C. Jessup, 1994, Instructor in Religion; Director of Admission, School of Divinity
B.A., Gardner-Webb University; M.Div., Samford University
- James C. Johnson, 1990, Assistant Professor of Mathematics
B.A., Furman University; M.A.T., University of South Carolina
- Linda W. Johnson, 1991, Instructor in Nursing
B.S.N., Clemson University; M.S.N., University of North Carolina at Greensboro
- Wayne E. Johnson Jr., 1990, Instructor; Associate Dean of Student Development
B.A., Mars Hill College; M.A., University of South Carolina
- Kevin T. Jones, 1986, Assistant Professor of Health Education and Physical Education;
Director of Athletic Training
B.A., Lenoir-Rhyne College; M.A., Gardner-Webb University
- Thomas H. Jones, 1982, Professor of Biology; Honors Program Coordinator
B.S., Methodist College, Fayetteville; M.S., Ph.D., North Carolina State University
- Lynn Carpenter Keeter, 1988, Instructor in English
A.A., Isothermal Community College; B.A., M.A., Gardner-Webb University
- Sandra Lynn Smith King, 1995, Assistant Professor of Nursing
B.S.N., Clemson University; M.S., University of South Carolina
- Melissa Knick, 1995, Instructor in Health Education and Physical Education; Assistant
Women's Basketball Coach
B.S., Tennessee Temple College; M.A., Gardner-Webb University
- M. Todd Knight, 1994, Instructor in Health Education and Physical Education; Assistant
Football Coach
B.S., M.A., Gardner-Webb University
- Janet S. Land, 1994, Assistant Professor of English
B.S., University of North Carolina at Greensboro; M.A., East Carolina University;
Ph.D., University of South Carolina
- Michael M. Ledford, 1996, Instructor in Health Education and Physical Education;
Assistant Football Coach
B.S., M.A., Tennessee Technological University
- Rebecca Beck Little, 1991, Instructor in Nursing
A.S.N., Western Piedmont Community College; B.S.N., M.S.N., University of North
Carolina at Charlotte
- Melvin R. Lutz Jr., 1969, Associate Professor of Religion and Greek; Dean of Advising and
Registration
A.A., Gardner-Webb University; B.A., Mars Hill College; M.A., Florida State
University
- Susan H. Manahan, 1994, Instructor in Biology
B.S., Pennsylvania State University; M.S., University of North Carolina at Charlotte
- F. Osborne McFarland, 1990, Assistant Professor of Health Education and Physical
Education; Director of Athletics
B.S., M.A., Gardner-Webb University
- Lucenda M. McKinney, 1992, Instructor in Education
B.S., M.A., Gardner-Webb University
- Domenica S. Meilinger, 1991, Assistant Professor of Nursing
Diploma, Bellevue Hospital School of Nursing;
B.S.N., University of South Carolina at Spartanburg; M.S.N., Clemson University

- Janet Mendoza-Lindsey, 1994, Instructor, Technical Systems and Services Librarian, GOAL Librarian
B.A., M.L.S., The University of Alabama
- Marcia M. Miller, 1977-1987, 1994, Associate Professor of Nursing; Chair, Campus B.S.N. Program
B.S.N., University of Michigan; M.S.N., University of North Carolina at Chapel Hill; Ph.D., University of Texas at Austin
- Brenda C. Moore, 1996, Instructor; Director of Freshman and Senior Programs
B.S., Campbell University; M.A. Ed., East Carolina University
- G. Bruce Moore, 1995, Assistant Professor of Religion; Vice President and Dean of Student Development
B.A., Campbell University; M. Div., Southeastern Baptist Theological Seminary
- Robert E. Morgan, 1967, Professor of French and Mathematics; Chair, Department of Foreign Languages and Literature
A.B., Lenoir-Rhyne College; M.Ed., Ph.D., University of North Carolina at Chapel Hill
- Robert D. Munoz, 1989, Associate Professor of Sociology
B.S., University of Wisconsin at Madison; M.S., Ph.D., The Ohio State University
- Anthony I. Negbenebor, 1989, Associate Professor of Economics
B.S., M.S., Ph.D., Mississippi State University
- Jack E. Ollis, 1994, Instructor in Chemistry
B.S., Appalachian State University; M.A., Duke University
- Martha O. Owens, 1994, Instructor in English; GOAL Business Majors Advisor
B.A., M.A., Gardner-Webb University
- Ruth E. Pace, 1992, Associate Professor of Education
A.A., Lees-McRae College; B.S., M.A., Ed.S., Appalachian State University; Ph.D., University of Georgia
- R. Scott Parker, 1988, Instructor in Health Education and Physical Education, Assistant Football Coach
B.A., Clemson University; M.A., Gardner-Webb University
- C. Sherman Parrish, 1970, Professor of Chemistry; Chair, Department of Natural Sciences
A.B., Berry College; Ph.D., University of Mississippi
- Valerie M. Parry, 1984, Assistant Professor; Head Librarian
B.A., Southampton College; M.S.L.S., Palmer Graduate Library School
- Robert T. Parsons Jr., 1989, Assistant Professor of Religion; School of Divinity Librarian
Fruitland Baptist Bible Institute; B.A., Gardner-Webb University; M.A., Ph.D. Candidate, Baylor University; D.Min., Southeastern Baptist Theological Seminary
- Jack G. Partain, 1983, Professor of Religion
B.A., Baylor University; B.D., Southeastern Baptist Theological Seminary; Th.D., Southwestern Baptist Theological Seminary; Additional study, University of Texas at Austin
- Patricia W. Partin, 1988, Professor of Psychology and Education
B.A., Wake Forest University; M.Ed., University of North Carolina at Chapel Hill; Ed.D., Duke University
- Phil D. Perrin, 1969, Professor of Music; Director of Choirs
B.S., University of Tennessee; M.C.M., D.M.A., Southwestern Baptist Theological Seminary; Additional study, Westminster Choir College

- Stephen W. Plate, 1990, Professor of Music; Director of Orchestra
B.M.E., Evangel College; M.M., D.M.A., University of Cincinnati
- Margaret V. Plowden, 1986, Assistant Professor of Education
B.A., Oglethorpe University; M.Ed., Georgia State University; Ed.S., Appalachian State University
- Gayle B. Price, 1991, Associate Professor of English; Learning Assistance Program Coordinator
B.A., M.Ed., Clemson University; Ed.D., Auburn University
- G. Clinton Prim Jr., 1989, Assistant Professor of History
B.A., Wake Forest University; M.A., Appalachian State University; Ph.D., Florida State University
- M. Burdette Robinson, 1990, Instructor in Religion; Campus Minister and Director of Campus Ministries
B.A., University of North Carolina at Chapel Hill; M.Div., Southeastern Baptist Theological Seminary
- Saundra C. Rogers, 1985, Instructor, Reference Librarian
A.A., Mitchell Community College; B.S., Gardner-Webb University; M.L.S., University of North Carolina at Greensboro.
- Stephen E. Sain, 1987, Instructor in History; Registrar
B.A., Gardner-Webb University; M.A., University of North Carolina at Charlotte; Ph.D. Candidate, University of South Carolina
- Rick Scruggs, 1995, Assistant Professor of Health Education and Physical Education; Head Men's Basketball Coach
B.Ed., University of Georgia; M.S., United States Sports Academy, Alabama
- Barbara S. Selph, 1988, Instructor in Sign Language Studies
B.A., Maryville College; M.A., University of North Carolina at Charlotte
- R. Anthony Setzer, 1988, Instructor in Health Education and Physical Education; Head Men's Soccer Coach
B.S., Lander College; M.A., The Citadel
- Robert S. Shackelford, 1993, Assistant Professor of Sociology
A.S., Bluefield College; B.S., College of the Ozarks; M.Div., Southeastern Baptist Theological Seminary; M.S., Ph.D., University of North Carolina at Greensboro
- Margaret M. Spears, 1994, Assistant Professor of Nursing
B.S.N., The University of the State of New York; M.S.N., University of North Carolina at Charlotte
- R. Wayne Stacy, 1995, Professor of Religion
B.A., Palm Beach Atlantic College; M.Div., Ph.D., The Southern Baptist Theological Seminary; Hebrew Union College and Jewish Institute of Religion, Cincinnati; Post-doctoral studies - The Jerusalem Center for Biblical Studies
- Sophia Gomes Steibel, 1994, Assistant Professor of Religious Education
B.A., Gardner-Webb University; M.A., Ed.D., Southwestern Baptist Theological Seminary
- Alexandre Strokanov, 1993, Visiting Professor of History
B.S., M.A., Ph.D., Perm State University, Russia
- C. Oland Summers, 1976, Professor of Fine Arts
A.B., M.A., Indiana State University; Ed.S., D.A., Ball State University

- James K. Taylor, 1964, Professor of English
B.A., Carson-Newman College; M.A., Appalachian State University; Ph.D., Indiana University of Pennsylvania
- Marvin E. Taylor, 1993, Professor of Spanish
B.A., Shorter College; M.A., University of Georgia; Ph.D., University of Kentucky
- Brenda C. Terrell, 1990, Instructor in Mathematics
A.A., North Greenville Junior College; B.A., Lander College; M.A., Clemson University
- Matthew D. Theado, 1995, Assistant Professor of English
B.A., M.A., James Madison University; Ph.D., University of South Carolina
- Evan M. Thompson, 1982, Assistant Professor of Management; Dean of Special Studies
B.A., Warren Wilson College; M.A., Ed.S., Appalachian State University
- Shirley P. Toney, 1965-1990; 1992, Professor of Nursing; Dean, School of Nursing; Chair, Associate Degree in Nursing Program
Diploma, North Carolina Baptist Hospital School of Nursing; B.S., Wake Forest University; M.Ed., North Carolina State University; Ph.D., University of Texas at Austin; Additional Studies, Southwestern Baptist Theological Seminary, University of North Carolina at Charlotte, University of South Carolina
- Jeffrey L. Tubbs, 1982, Professor of Health Education and Physical Education; Chair, Department of Health Education and Physical Education
B.A., Bryan College; M.S., D.A., Middle Tennessee State University
- Ted W. Vaughan, 1991, Professor of Communication Studies; Chair, Department of Communication Studies and Theatre Arts
B.M.E., M.S., Ed.S., Indiana University; Ed.D., New Mexico State University
- M. Christopher White, 1986, Professor of Religion; President of the University
A.B., Mercer University; M.Div., The Southern Baptist Theological Seminary; Ph.D., Emory University
- J. Matt Whitfield, 1992, Assistant Professor of Music; Director of Band
B.Mus., Murray State University; M.Mus., D.M.A., University of Alabama
- Jimmy D. Whitlow, 1996, Professor of Psychology; Director of Counseling
A.A., Anderson College; B.A., Carson-Newman College; M.R.E., Th.M., Ed., D., New Orleans Baptist Theological Seminary
- Sandra L. Williams, 1996, Instructor; Public Services Librarian
B.A., Wake Forest University; M.R.E., Southwestern Baptist Theological Seminary; M.L.S., University of North Carolina at Greensboro
- Richard M. Wince, 1990, Instructor in Health Education and Physical Education; Wrestling Coach; Cross Country Coach
B.A., Mt. Union College; M.A., University of Akron
- Bonnie M. Wright, 1985-1992; 1993, Associate Professor of Psychology; Chair, Department of Psychology
B.S., North Georgia College; M.S., Ph.D., University of Georgia
- David K. Yelton, 1990, Assistant Professor of History
B.A., Appalachian State University; M.A., Ph.D., University of North Carolina at Chapel Hill

Part-time Undergraduate Faculty

- Elizabeth S. Bennett, 1976, Instructor in Piano and Organ
B.C.M., Furman University; M.C.M., The Southern Baptist Theological Seminary
- Nancy R. Bottoms, 1992, Instructor in English
B.A. Emory University; M.A., Gardner-Webb University
- Benjamin F. Davis, 1985, Assistant Professor of Psychology
B.A., University of North Carolina at Charlotte; M. Div., Duke University
- Nan F. Gregg, 1975, Instructor in Voice
B.M., Westminster Choir College; Additional study, Long Island University, Hofstra University
- Dan W. Proctor, 1969, Professor of Religion
A.A., Southwestern Baptist College; B.A., Howard Payne University; B.D., Ph.D., Southwestern Baptist Theological Seminary
- Chris Roberts, 1995, Instructor in Music; Director of the Choir
B.S., Gardner-Webb University; M.C.M., The Southern Baptist Theological Seminary

Part-time Medical Technology Faculty

- Elizabeth T. Anderson, 1978, Program Director, School of Medical Technology, Clinical Faculty, Carolinas Medical Center, Charlotte
B.A., University of North Carolina at Greensboro; Medical Technology Certificate, Bowman Gray School of Medicine; M.A., University of North Carolina at Charlotte
- Lenora W. Flynn, 1980, Program Director, Medical Technology, Clinical Faculty, Bowman Gray School of Medicine
B.A., University of North Carolina at Greensboro; Medical Technology Certificate, Bowman Gray School of Medicine; M.Ed., University of North Carolina at Greensboro
- Edward H. Lipford, III, 1989, Medical Director, School of Medical Technology, Clinical Faculty, Carolinas Medical Center, Charlotte
A.B., University of North Carolina at Chapel Hill; M.D., Vanderbilt University
- Michael L. O'Connor, 1976, Medical Director, Medical Technology Program, Clinical Faculty, Bowman Gray School of Medicine
B.S., Rockhurst College; M.S., University of Wisconsin; M.D., University of Kansas

Graduate School of Divinity Faculty 1995-96

- Bobby Ell Adams, 1995, Professor of Christian Ethics
A.B., Northeastern Oklahoma State University; B.D., Central Baptist Theological Seminary; Ph.D., Southwestern Baptist Theological Seminary; Additional study - University of Illinois, Champaign/Urbana; University of Texas at Arlington; Princeton Theological Seminary; Regis College, Toronto, Canada; Vanderbilt University
- Sheryl Ann Dawson Adams, 1995 Associate Professor of Theology
B.M.E. Northeastern Louisiana State University; M.Ed., Louisiana State University; M. Div., Th.D., New Orleans Baptist Theological Seminary

- Donald E. Cook, 1993, Distinguished Professor of New Testament Interpretation
B.A., Furman University; B.D., Th.M., Southeastern Baptist Theological Seminary;
Ph.D., Duke University; Additional study, Hebrew Union Seminary, Jerusalem
- Robert L. Lamb, 1962-77, 1979, Professor of Religious Education; Dean, School of Divinity
B.A., Stephen F. Austin State College; M.A. in R.E., Ed.D., Southwestern Baptist
Theological Seminary; Additional study, Westminster Choir College; Baylor
University; University of Houston; North Carolina State University; Appalachian
State University
- Robert T. Parsons, Jr., 1989, Assistant Professor of Biblical Studies; School of Divinity
Librarian
Fruitland Baptist Bible Institute; B.A. Gardner-Webb University, M.A., Ph.D.
Candidate, Baylor University; D.Min., Southeastern Baptist Theological Seminary
- M. Christopher White, 1986, Professor of New Testament Interpretation; President of the
University
A.B., Mercer University; M.Div., The Southern Baptist Theological Seminary; Ph.D.,
Emory University
- Mary Alice Seals, 1996, Associate Professor of Church Music; Assistant to the Dean, School
of Divinity
B.Mus., University of North Carolina at Greensboro; M.C.M., D.M.M., The Southern
Baptist Theological Seminary
- Roy B. Wyatt, 1994, Distinguished Professor of Old Testament
B.A., University of Richmond; B.D., Ph.D., The Southern Baptist Theological
Seminary; D.D., University of Richmond; Doctor of Teologico, Seminario Teologico
Bautista Internacional, Columbia, South America

Graduate School of Business Faculty 1995-96

- Stephen L. Baglione, 1994, Assistant Professor of Business Administration
B.A., Queens College, New York; M.A., Ph.D., University of South Carolina
- I. Glenn Bottoms, 1983, Professor of Economics and Management Information Systems
B.A., Emory University; M.A., University of Ottawa; Ph.D., Georgia State University;
Additional study, George Washington University
- Sue C. Camp, 1976, Professor of Business Administration
B.S., Gardner-Webb University; M.A.T., Winthrop University; Ed.D., University of
Tennessee at Knoxville
- James E. Crawley, 1994, Professor of Business Administration; Dean of the School of
Business
B.S., Clemson University
- F. Keith Griggs, 1965, Professor of Business Administration and Management Information
Systems; Chair, Broyhill Undergraduate School of Management
B.S., M.A., Appalachian State University; M.Ed., University of North Carolina at
Charlotte; Ed.S., Western Carolina University; Ed.D., Virginia Polytechnic Institute
and State University
- J. Russell Hardin, 1985, Assistant Professor of Accounting
A.A., Isothermal Community College; B.S., M.A., Appalachian State University; Ph.D.
University of Mississippi; CPA
- Arlen K. Honts, 1993, Assistant Professor of Business Administration
B.A., M.B.A., University of Oklahoma; Ph.D., Vanderbilt University

Anthony I. Negbenebor, 1989, Associate Professor of Economics
B.S., M.S., Ph.D., Mississippi State University

Graduate School of Education and Counseling Faculty 1995-96

- Doris V. Banner, 1992, Professor of Education and Mathematics
A.A., Gardner-Webb College; B.S., M.A., Ed.S., Appalachian State University; Ed.D.,
University of North Carolina at Greensboro
- Kevin S. Binfield, 1993, Assistant Professor of English
B.A., Nebraska Wesleyan University; M.A., Ph.D., University of Nebraska-Lincoln
- Gilmer W. Blackburn, 1968, Professor of History; Vice President and Dean of Academic
Affairs
A.A., Gardner-Webb University; B.A., M.A., Wake Forest University; Ph.D.,
University of North Carolina at Chapel Hill
- Robert R. Blackburn, 1958-62; 1969, Professor of Health Education and Physical Education
A.A., Gardner-Webb University; B.S., Erskine College; M.A., Ed.D., George Peabody
College for Teachers
- A. Frank Bonner, 1987, Professor of English; Provost and Senior Vice President
B.A., Furman University; M.A., University of Georgia; Ph.D., University of North
Carolina at Chapel Hill
- Joyce C. Brown, 1966, Professor of English; Chair, Department of English
B.S., M.A., Appalachian State University; Ph.D., University of Southern Mississippi
- Frieda F. Brown, 1985, Professor of Psychology
B.A., M.Ed., University of North Carolina at Chapel Hill; Ph.D., University of
Louisville
- Benjamin B. Carson, 1991, Professor of Education; Chair, Department of Education
A.B., Catawba College; M.A., Furman University; Ed.D., University of Georgia
- Gary L. Chandler, 1987, Associate Professor of Health Education and Physical Education
B.A., M.Ed., Appalachian State University; Ed.D., University of North Carolina at
Greensboro
- Darlene J. Gravett, 1989, Professor of English; Dean of Graduate Studies
B.A., Eastern Kentucky University; M.Ed., University of Miami; Ph.D., University of
Southern Mississippi
- Delores M. Hunt, 1978-80; 1982, Professor of Health Education and Physical Education;
Dean, School of Education
B.S., Auburn University; M.Ed., D.A., Middle Tennessee State University
- Ruth R. Pace, 1992, Associate Professor of Education
A.A., Lees-McRae College; B.S., Appalachian State University; M.A., Ed.S.,
Appalachian State University; Ed.D., University of Georgia
- Patricia W. Partin, 1988, Professor of Psychology and Education; Coordinator of
Counseling Programs
B.A., Wake Forest University; M.Ed., University of North Carolina at Chapel Hill;
Ed.D., Duke University
- Gayle B. Price, 1991, Associate Professor of English; Learning Assistance Program
Coordinator
B.A., M.Ed., Clemson University; Ed.D., Auburn University

- G. Clinton Prim Jr., 1989, Assistant Professor of History
B.A., Wake Forest University; M.A., Appalachian State University; Ph.D., Florida State University
- James K. Taylor, 1964, Professor of English
B.A., Carson-Newman College; M.A., Appalachian State University; Ph.D., Indiana University of Pennsylvania
- Jeffrey L. Tubbs, 1982, Professor of Health Education and Physical Education; Chair, Department of Health Education and Physical Education
B.A., Bryan College; M.S., D.A., Middle Tennessee State University
- Bonnie M. Wright, 1985-92; 1993; Associate Professor of Psychology; Chair, Department of Psychology
B.S., North Georgia College; M.S., Ph.D., University of Georgia

Faculty Emeriti

- Garland H. Allen, 1961, Professor Emeritus of Religion and History
- Deck W. Andrews, 1962, Professor Emeritus of Business
- Pervy A. Cline, 1966, Associate Professor Emeritus of Ancient Languages and Literature
- Barbara J. Cribb, 1969, Associate Professor Emerita of Education and Art
- George R. Cribb, 1969, Professor Emeritus of Music
- Robert L. Decker, 1970, Professor Emeritus of Music
- Dorothy Washburn Edwards, 1946, Registrar Emerita
- Nettie R. Gidney, 1945; 1953, Professor Emerita of Voice
- M. Lansford Jolley, 1957, Professor Emeritus of Social Science
- D. Doris Jones, 1956, Associate Professor Emerita of Sociology
- Betty H. Logan, 1957, Associate Professor Emerita of Business
- Abbie Miller Mitchell, 1937, Professor Emerita of Music
- F. Thirlen Osborne, 1957, Professor Emeritus of English
- M. Vann Murrell, 1967, Professor Emeritus of Religion
- Launita E. Proctor, 1969, Professor Emerita of Health Education and Physical Education

Administrative Officers and Staff

- M. Christopher White, A.B., M.Div., Ph.D., President
- Donald W. Durham, B.A., M.Div., Assistant to the President
- Kathryn C. Eeds, Administrative Assistant to the President
- E. Eugene Poston, A.A., B.A., B.D., Th.M., Th.D., President Emeritus
- M. Lansford Jolley, A.A., B.A., M.A., Ed.S., University Historian
- Cothenia J. Jolley, A.A., B.A., M.A., Ed.S., University Archivist

Provost

- A. Frank Bonner, B.A., M.A., Ph.D., Provost and Senior Vice President
Mildred B. Poston, A.A., Administrative Assistant to the Provost and Senior Vice President
Brenda C. Moore, B.S., M.A. Ed., Director of Freshman and Senior Programs
Sue C. Camp, B.S., M.A.T., Ed. D., Director of Assessment and International Effectiveness

Academic Affairs

- Gilmer W. Blackburn, A.A., B.A., M.A., Ph.D., Vice President and Dean of Academic Affairs
Mildred B. Poston, A.A., Administrative Assistant to the Vice President and Dean of Academic Affairs
Barry E. Hambright, A.A., B.A., M.A., Ph.D., Assistant Dean of Academic Affairs
Thomas H. Jones, B.S., M.S., Ph.D., Honors Program Coordinator
Gayle B. Price, B.A., M.Ed., Ed.D., Director of the Writing Center

Academic Advising and Registration

- Melvin R. Lutz, Jr., A.A., B.A., M.A., Dean of Academic Advising and Registration
Peggy F. Gregg, Secretary of Academic Advising
Stephen E. Sain, B.A., M.A., Registrar
Lou Ann P. Scates, B.A., Associate Registrar
Joyce Crumpton, B.S., Transcript Evaluation Officer
Matthew D. Theado, B.A., M.A., Ph.D., Learning Assistance Program Director
Sonda Hamrick, Secretary

College of Extended Professional Studies

- Robert S. Shackleford, A.S., B.S., M. Div., M.S., Ph. D., Dean of the College of Extended Professional Studies
T. Eugene Carpenter, A.A., B.S., M.A., Ed.D., Director of GOAL Human Services Programs
F. Keith Griggs, B.S., M.A., M.Ed., Ed.S., Ed.D., Director of GOAL Business Programs
Martha O. Owens, B.A., M.A., GOAL Business Majors Advisor
Emily W. Brown, B.S., M.B.A., Business Coordinator - GOAL Program
Joyce G. Mull, A.A., B.S., Administrative Assistant

School of Divinity

- Robert L. Lamb, B.A., M.A., Ed.D., Dean of the School of Divinity

Mary Alice Seals, B. Mus., M.C.M., D.M.M., Assistant to the Dean
Kelli S. Prevatte, B.B.A., Secretary
Evelyn H. Wilcox, Secretary
Cathy Ollis, M. Div., Director of World A Mission Resource Center

School of Education

Delores M. Hunt, B.S., M.Ed., D.A., Dean of the School of Education
Joetta M. Eastman, Secretary

Graduate School of Education and Counseling

Darlene J. Gravett, B.A., M.Ed., Ph.D., Dean of Graduate Studies
Joyce B. Summers, B.S., Secretary

School of Nursing

Shirley P. Toney, B.S., M.Ed., Ph.D., Dean of the School of Nursing
Sandra C. Earl, Administrative Assistant
Denise Thrift, Part-time Secretary

School of Business

James E. Crawley, B.S., Dean of the School of Business
J. Russell Hardin, A.A., B.S., M.A., Ph.D., Director of the M.B.A. Program
Deborah D. Muruff, Secretary

Library

Valerie M. Parry, B.A., M.S.L.S., Director of the Library
Janet Mendoza-Lindsey, B.A., M.L.S., Technical Services Librarian; GOAL Librarian
Sandra L. Williams, B.A., M.R., E, M.L.S., Public Service Librarian
Robert T. Parsons, Jr., B.A., M.A., D.Min., School of Divinity Librarian
Nick Gao, Catalog Librarian
Barbara L. Cooke, M.L.S., Reference Librarian
Saundra C. Rogers, A.A., B.S., M.L.S., Reference Librarian, Davis Nursing Program, Statesville Campus
Linda B. Blackburn, Library Reference Assistant
Thomas E. Rabon, Jr., B.A., Day Circulation Supervisor
J. Harrison Williams, B.A., M.A., Technical Services Supervisor

Ola Maye Crow, Periodicals Assistant
Margaret W. Christopher, Media Assistant
Robin Brown-Braddy, Periodicals Assistant
Judith Hardin, Reference Assistant

NOEL Programs for the Disabled

Sharon D. Jennings, A.A., B.A., M.A., Director of the Noel Programs for the Disabled
Barbara A. Kale, Secretary
Cheryl J. Potter, B.S., B.S.W.A., Assistant Director of the Program for the Deaf
Mary Ruth Dixon, B.A., Interpreter
Becky Sue Stephens, B.A., Interpreter
M. Elizabeth Ledbetter, A.A., Interpreter
Holly M. Nelson, B.S., Resource Specialist

Departmental Secretaries

Susan L. Hurley, Department of Fine Arts
Deanie G. Scruggs, A.A., B.S., Department of Religious Studies and Philosophy,
Department of Psychology
Barbara B. Merritt, Department of Education
Sandra C. Earl, Administrative Assistant, School of Nursing
Joetta M. Eastman, Department of Health Education and Physical Education
Karyn S. Handy, Davis School of Nursing, Statesville Campus
Deborah D. Muroff, Broyhill Undergraduate School of Management
Kelli S. Prevatte, B.B.A., School of Divinity
Denise Thrift, School of Nursing

Marketing and Enrollment Management

John O. Brock, B.A., Vice President of Marketing; Director of the Broyhill Academy
Linda T. Thompson, Secretary

Financial Planning and Undergraduate Admissions

Charles W. Freeman, A.A., B.A., B.D., Dean of Admissions and Financial Planning

Admissions

Ray M. Hardee, B.A., M.A., Director of Admissions

Antionne L. Wesson, B.S., Office Manager for Admissions
Carolyn B. McKinney, A.S., B.S., Assistant Director of Admissions
Mary M. Metcalf, B.S., Admissions Counselor
Jerel Olson, B.A., Admissions Counselor
Matthew S. Rice, B.S., Admissions Counselor
Brant I. Reeves, A.S., B.A., Admissions Counselor
Douglas Jones, B.S., M.A., Admissions Counselor
Beth M. Kirkland, A.D.N., Office Manager
Amy Gianfala, Receptionist and VIP Coordinator

Financial Planning

Michael Roebuck, M.B.A., Director of Financial Planning
Cynthia C. Wallace, Associate Director of Financial Planning
Beth M. Kirkland, A.D.N., Office Manager
Jane Powell, A.A.S., Financial Planning Counselor
Lisa Fitch, Loan Counselor

Admissions - GOAL Program

Charles A. McCuen, Jr., B.B.A., Director of Admissions, GOAL Program
Jeff Renn, Assistant Director of Admissions, GOAL Program
Joyce G. Mull, A.A., B.S., Administrative Assistant

Admissions - School of Divinity

Tracy C. Jessup, B.A., M.Div., Director of Admissions, School of Divinity
Kelli S. Prevatte, B.B.A., Secretary

Admissions - M.B.A. Program

Melissa L. Swofford, B.A., Director of Admissions

Student Development

G. Bruce Moore, B.A., M.Div., Vice President and Dean of Student Development
Vickie S. Webb, A.A.S., Administrative Assistant

Student Activities

Audrey M. Sloan, B.A., Director of Student Activities and Intramurals
Lou Ann Gilliam, B.A., Assistant to the Director of Student Activities and Intramurals

J. Mark Dixon, B.S., Manager, Campus Post Office; Coordinator of Campus Interior Design

Residence Life

Wayne E. Johnson, Jr., B.A., M.A., Associate Dean of Student Development
Julie Morgan Hux, B.S., Director of Residence Life
Freida G. Conner, Residence Life Secretary
L. Arvle Dunn, B.S., Resident Director, Myers and Spangler
Janet Atkins, Resident Director, Nanney
Paul Robert Gilliam, B.S., Resident Director, Royster and H.A.P.Y.
Dale Byrd, Resident Director

Counseling

Jimmy D. Whitlow, A.A., B.A., M.R.E., Th.M., Ed.D., Director of Counseling
Abbigail S. Kalaf, B.S., M.A., Counselor
Redenna L. Poole, Secretary

Career Planning

Hope Q. Toney, B.A., Coordinator of Career Services

Campus Ministry

Tracy C. Jessup, B.A., M.Div., Minister to the University and Director of Campus Ministries
Thelma J. Hawkins, Secretary

Safety and Security

Tracy O. Curry, Chief and Director of Safety and Security
Larry Thomas, B.A., Assistant Director of Safety and Security
Brian R. Greene, Company Officer
Daniel Schultz, Shift Supervisor
Denita S. Greene, Office Manager

Athletics

Edwin C. Holbrook, A.B., M.A., Assistant to the President for Athletics
F. Osborne McFarland, B.S., M.A., Director of Athletics
Pamela C. Scruggs, A.A., Assistant Director of Athletics
W. Clyde Miller, B.S., M.Ed., Assistant Director of Athletics and Head Baseball Coach

Douglas Jones, B.S., M.S., Assistant Baseball Coach
H. Woodrow Fish, Jr., B.S., M.A., Head Football Coach
Rick Scruggs, B. Ed., M.S., Head Men's Basketball Coach
Jerry Pelphrey, Assistant Men's Basketball Coach
Chad Dollar, Assistant Men's Basketball Coach
A. Eddie McCurley, B.A., Head Women's Basketball Coach; Men's Golf Coach
Dana T. Puckett, Assistant Women's Basketball Coach
Amy Jenkins, Assistant Women's Basketball Coach
Kevin T. Jones, B.A., M.A., Director of Athletic Training
R. Anthony Setzer, B.S., M.A., Head Men's Soccer Coach
R. Scott Parker, B.A., M.A., Assistant Football Coach
M. Todd Knight, B.S., M.A., Assistant Football Coach
Michael M. Ledford, B.S., M.A., Assistant Football Coach
Richard M. Wince, B.A., M.A., Wrestling Coach and Cross Country Coach
Andrew Smith, B.S., Director of Tennis Programs
Ellen R. McGinnis, B.S., Softball Coach; Assistant in the Athletic Directors Office
Jewel Giesy, A.A., B.A., M.S., Head Volleyball Coach
M. Dee Pollard, B.A., Cheerleading Coach
J. Allan Gerber, B.S., Assistant Football Coach
Joey Houston, B.S., Assistant Football Coach
Eric J. Brewton, B.S., Assistant Football Coach
Lennox Charles, Women's Soccer Coach
Brian L. Bohannon, B.B.A., M.Ed., Assistant Football Coach
Sandra Blanton, Administrative Assistant

Business and Financial Affairs

Donnie O. Clary, B.S., Vice President for Business and Finance
Cynthia J. Byers, A.S. Administrative Assistant to the VP for Business and Finance;
and Administrative Assistant to the Personnel Manager

Business Affairs

Mike W. Hardin, B.S., Assistant Vice President for Business and Finance
Nancy M. Borders, Administrative Assistant
Donna H. Jackson, B.S., Loan Supervisor

Business Office

Shirley B. Pyron, Business Office Manager
Ann W. Dellinger, Staff Accountant
Carolyn B. McSwain, A.A.S., Staff Accountant

Campus Shop

Michael Schau, A.S., B.B.A., M.B.A., Campus Shop Manager
Angela G. Farley, B.S., Campus Shop Co-Manager
Carmen M. Butler, Assistant Campus Shop Manager

Comptroller's Office

Roberta C. Parris, B.S., Comptroller
Linda H. Smith, A.A.S., Personnel Manager
Stacy Ann McMurry, B.S., Special Funds Accountant
Helen H. Wilson, Accounts Payable Accountant
Rise' C. Bostic, A.S., B.S., Part-Time

Data Processing

Danny R. Davis, B.S., Assistant Vice President for Business and Data Processing Manager
Matthew Davis, A.S., Systems Support Technician
Eric J. Brewton, B.S., Data Services Coordinator
Garry D. McSwain, A.S., B.S., M.B.A., Programmer

Physical Plant Operations

Michael McCreight, Director of Physical Plant
Kim Karr, Director of Housekeeping
William Hileman, Housekeeping Manager
Jimmy T. Martin, Maintenance Supervisor
Leif Hamrick, A.S., Grounds Supervisor
David West, Assistant Grounds Supervisor

Food Service

John W. Simpson, Director of Food Services

Allen Cassidy, Assistant Director of Food Services

Sarah Elam, Kitchen Manager

Anesia Combs, Catering Coordinator

Linda Simpson, Administrative Assistant

University Relations

Ralph W. Dixon, Jr., B.S., Vice President for University Relations

Glenda S. Crotts, Administrative Assistant, University Relations

Edwin C. Holbrook, A.B., M.A., Assistant to the Vice President for University Relations

F. Osborne McFarland, B.S., M.A., Executive Director of the Bulldog Club

Charles G. Ledford, B.S., Director of Development Information Systems

Rebecca A. Robbins, Development Assistant for Financial Records

Peggy L. Powell, Secretary

Linda T. Thompson, Secretary

Darlene Broadhurst, Campaign's Secretary

Development

Uriel Labon Patterson, III, A.S., B.A., Director of Annual Fund

W. Bruce Rabon, B.A., M.Div., Director of Development for Religious Studies

Mickey B. Sharpe, B.S., Director of Alumni Relations

Harvey B. Hamrick, Jr., A.A.S., B.S., Director of Foundation Relations

Robert Van Poppel, B.S., M.Ed., Campaign Director

Public Relations

Matthew C. Webber, B.A., Director of Public Relations and Communications

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Alma Mater

Hammett-Hammett

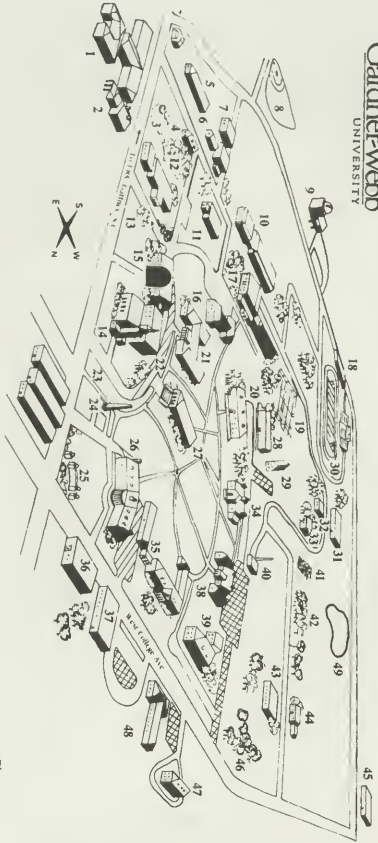
At the foot of the mountains
Is our College; proud she stands,
Serving all who want her service,
Blessing all with outstretched hands.

With our hands we will serve thee,
Gardner-Webb, our College fair;
In our love we will uphold thee;
Our wealth we'll gladly share.

Chorus

Alma Mater, Alma Mater,
We sing our love to thee;
We pledge our hearts in deep devotion
Our love, our faith, eternally

Gardner-Webb
UNIVERSITY



- | | | | | | |
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COMMUNICATIONS WITH GARDNER-WEBB UNIVERSITY

This bulletin contains pertinent information about Gardner-Webb University, its philosophy, policies, regulations and course offerings. All students and prospective students are urged to read it carefully.

Correspondence relating to official business should be addressed as follows:

President

General information

Vice President for Academic Affairs

Academic program

Academic work of students in the university

Faculty positions

Director of Admissions

Admissions

Requests for applications, catalogs or bulletins

Scholarships, student loan funds, and work jobs

Dean of Special Studies

GOAL Program admissions

GOAL Program curriculum and policies

Dean of Graduate Studies

Graduate Program admissions

Graduate Program curriculum and policies

Dean of the School of Divinity

Admissions

Curriculum and Policies

Dean of Student Development

Housing

Student affairs

Vice President for Business and Finance

Payment of student accounts

Inquiries concerning expenses

Vice President for University Relations

Public relations

Contributions, gifts or bequests

Estate planning

Director of Placement

Career options for students

Employment of seniors and alumni

Registrar

Requests for transcripts

Evaluation of transfer credits

Student educational records

Director of Alumni

Alumni affairs

Parent relations

